DOCUMENT RESUME

ED 149 141 CE 014 476

| | |
|---|---|
| TITLE | Facilities and Equipment for Home Economics Education: Consumer and Homemaking, Occupational Home Economics. |
| INSTITUTION | South Carolina State Dept. of Education, Columbia. Home Economics Education Section. |
| SPONS AGENCY | Clemson Univ., S.C. Vocational Education Media Center. |
| PUB DATE | 77 |
| NOTE | 42p. |
| EDRS PRICE | MF-$0.83 HC-$2.06 Plus Postage. |
| DESCRIPTORS | Career Education; Classroom Arrangement; Classroom Design; *Consumer Education; Course Content; Course Objectives; Design Needs; *Educational Equipment; Educational Facilities; Equipment; *Facility Planning; *Facility Requirements; *Home Economics; Home Economics Skills; Home Management; Instructional Design; Multipurpose Classrooms; Occupational Home Economics; Secondary Education; *Space Utilization; Vocational Education |

ABSTRACT

Suggestions and recommendations presented in this guide are intended to provide teachers, administrators, and architects who plan and equip home economics departments with the objectives and an overview of home economics education programs so that functional facilities will be designed. The first section, consumer and homemaking education, lists instructional goals for each of the following subject matter areas: child development and guidance; clothing and textiles; management and consumer education; family life and parenthood education; foods and nutrition; housing and home furnishings; and human sexuality. Facilities requirements are then given including (1) suggested homemaking areas for instruction in multi-purpose rooms, (2) general recommendations for space and equipment, and (3) equipment lists for each subject matter area. The second section contains short course of study descriptions, space requirements, and equipment lists for home economics occupational programs in the following subject areas: child care services, clothing services, food services, housing and home furnishings services, institutional and home management services. Floor plans are included. (TA)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED149141

# FACILITIES AND EQUIPMENT FOR HOME ECONOMICS EDUCATION

Consumer and Homemaking

Occupational Home Economics

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Moren

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Produced by

State Department of Education
Office of Vocational Education
Home Economics Education Section
Columbia, South Carolina 29201

In cooperation with

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1977

© Copyright 1977 South Carolina Department of Education

CE 014 476

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Melinda Moren

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

## ACKNOWLEDGEMENTS

Grateful appreciation is extended to the many South Carolina consumer and homemaking and occupational teachers who helped identify equipment required for the various courses which are a part of secondary home economics education.

Special appreciation is expressed to the following teachers who developed specific sections of this bulletin: Miss Ruth Dantzler, formerly of Columbia High School, and Mrs. Lavinia Miller, formerly of Eau Claire High School, who developed the consumer and homemaking section; Mrs. Kathy Semon, teacher of food services at Lower Richland High School, and Mrs. Helen Epting, teacher of child care services at Lynhaven Career Center, Columbia, SC, who developed the occupational section.

Appreciation is expressed to the consultants who directed the development of the equipment lists and assisted with the facilities section.

# INTRODUCTION

Home Economics Education includes consumer and homemaking and occupational home economics. The primary goal of consumer and homemaking is to help individuals and families improve their home environment and the quality of personal and family life, and the major purpose of occupational home economics is preparation of students for entry level skills for gainful employment.

With increased numbers of women working outside the home, increased numbers of men assuming homemaking responsibilities, and the changing career patterns for men and women, consumer and homemaking education programs place emphasis on preparing persons for the occupation of homemaking. This occupation is vital for everyone and homemaking education programs address themselves to the preparation of both males and females for combining the roles of homemaker and wage earner.

Consumer and homemaking approaches the primary goal of helping individuals and families improve their home environment, the quality of personal and family life, and preparation for the dual role of homemaker/wage earner by focusing on the relationship between home and family life and the development of human personality. Instructional experiences are organized around concepts in the following subject matter areas: child development and guidance; clothing and textiles; management and consumer education; family life and parenthood education; foods and nutrition; housing and home furnishings; and human sexuality.

The home economics occupational program is planned for both males and females. Occupational programs are established when employment opportunities exist. Courses are planned for the development of employment skills in one homemaking area or for a cluster. Instructional experiences are organized around concepts and generalizations in the following subject areas: child care services, clothing services, food services, housing and home furnishings services, institutional and home management services.

The purpose of this publication is to assist teachers, administrators and architects who plan and equip home economics departments. The suggestions and recommendations are intended to provide these planners with the objectives and an overview of home economics education programs so that functional facilities will be designed.

Illustrations in this bulletin are intended to provide ideas for teachers, administrators and architects and are not intended to represent the "ultimate" in functional facility design.

## CONTENTS


Page

Consumer and Homemaking Education
- Program Areas . . . . . 1
- Facilities . . . . . 6
- Equipment . . . . . 7

Home Economics Occupational Programs
- Child Care Services . . . . . 14
- Clothing Services . . . . . 21
- Food Services . . . . . 24
- Housing and Home Furnishings Services . . . . . 31
- Institutional and Home Management Services . . . . . 35

## MIDDLE SCHOOL[1]

Consumer And Home Economics Education as presented in the middle school helps the learner in growth towards self-understanding, self-acceptance and building a good self-image.

This program is designed for both boys and girls since skills necessary for managing finances, family life and home are vital to all students. Although designed for grades 7 & 8 as a one-year or two-semester course, the curriculum guide contains many units which may be introduced through exploratory mini courses in grades 5 & 6, such as friends, family life, physical, emotional and social changes.

Major areas of emphasis are personal relationships, personal environment, personal development, and personal health.

Objectives identified in the *Middle School Consumer and Homemaking Curriculum Guide* are:

**Personal Relationships**

- Show understanding of the importance of being friends and having friends.
- Show understanding of qualities and behavior that help to promote friendships.
- Demonstrate an understanding of desirable and undesirable qualities of friendships.
- Identify the causes and effects of interpersonal incidents.
- Demonstrate a comprehension of factors that make for good friendships.
- Show ability to make adjustments in the family.
- Demonstrate ability to apply principles of management in the use of personal resources.
- Demonstrate a comprehension of the factors that influence the development of self-concept.
- Show comprehension of the advantages and disadvantages of conforming to social pressures.
- Identify aspects of extending friendships with the opposite sex.

**Personal Environment**

- Demonstrate ability to apply basic principles of buying clothes.
- Demonstrate ability to take care of clothes.
- Demonstrate ability to make simple clothing repairs.
- Identify best methods for storing clothing items.
- Demonstrate that clothing is a means of self-expression.
- Study ways clothes affect figure types.
- Study criteria in deciding whether to make or buy clothes.
- Demonstrate ability to construct a simple garment.
- Explore the influence of color, light, proportion, space, furnishings, storage facilities, etc.
- Recognize the tasks required to operate and maintain a home and family.

**Personal Development**

- Recognize changes in growing physically, emotionally, socially.
- Identify problems in growth—social and emotional.
- Demonstrate ability to identify and solve personal problems.
- Show ability to relate to and care for children.
- Discuss establishing immediate and long range goals.
- Explore preparation for adulthood through education and work.

**Personal Health**

- Show comprehension of the function of foods to health and appearance.
- Develop ability to prepare and serve simple foods.
- Develop an understanding of sexuality and reproduction.
- Study the threats and dangers of personal health care. [2]

[1] Adapted from Bridge for Information in Home Economics Education from the State Office to teachers, Fall 1975, p. 1.

[2] Personal Relationships, Personal Environment, Personal Development, and Personal Health areas were adapted from Consumer and Homemaking Education Middle School Guide, 1972, pp. 9-12.

## SECONDARY – SENIOR HIGH [3]

The Consumer and Homemaking Education program, planned for males and females, includes:

Basic Comprehensive Course
36 weeks or four 9 weeks
9th and 10th grades

Advanced Comprehensive Course
36 weeks or four 9 weeks
10th and 11th grades
The basic course is a prerequisite for the advanced comprehensive course.

Semester Courses
18 weeks or two 9 weeks
10th, 11th, and 12th grades
(first level no prerequisite)
Child Development I and II
Clothing and Textiles I and II
Consumer Education I and II
Foods and Nutrition I and II
Housing and Home Furnishings I and II
Human Sexuality I and II
Family Life Education I and II

Objectives for the major areas of instruction for basic, advanced, and semester courses in consumer and homemaking education are:

### *BASIC CONSUMER AND HOMEMAKING* [4]

**Career Education**

- Demonstrate an understanding of job opportunities and of combined career and homemaking skills.
- Demonstrate application of personal qualities and procedures affecting employability.
  Show understanding of the relationship between work done and money earned.

**Child Development**

- Show comprehension of selected factors relative to planning for parenthood.
- Demonstrate comprehension of parental responsibilities in guiding young children.
- Show comprehension of the relationship between health and safety and the development of the child.
- Demonstrate awareness of the range of career opportunities in child care and development.

**Clothing and Textiles**

- Show ability to integrate multiple factors as a basis for choice in clothing.
- Demonstrate selected procedures for quality care of clothes.
- Demonstrate ability to use selected construction techniques in making a simple garment.
- Identify a range of career opportunities in clothing and textiles.

**Family Life Education (Personal and Family Relationships)**

- Show understanding of the pervasiveness of basic human needs to the development of the individual's personality and character.
- Demonstrate comprehension of the relationship between grooming and health practices and the appearance of the individual.
- Demonstrate positive attitude toward family membership.
- Identify family situations requiring adjustments and formulate ways of working toward solutions.
- Show interpersonal behavioral characteristics which make one's behavior acceptable to others.
- Demonstrate understanding of alternative personal behavior and consequences of that behavior relative to selected social concerns.

[3] Guidelines Home Economics Education Programs, 1975, p. 1.

[4] Guidelines Home Economics Education Programs, 1975, pp. 27-28.

**Foods and Nutrition**

- Apply knowledge, functions and sources of food nutrients to food selection.
- Demonstrate comprehension of the social significances of food.
- Differentiate between adequate basic nutrition and dietary fads.
- Apply the principles of selection, arrangement, and organization of equipment to minimize time and energy required for meal preparation tasks.
- Demonstrate the use of safety and sanitation practices in the management of food equipment.
- Plan, prepare and serve attractive meals.
- Demonstrate the ability to manage family food expenditures to obtain optimum nutrition.
- Explore career possibilities in foods and nutrition.

**Housing and Home Furnishings**

- Demonstrate the ability to comprehend methods for meeting human needs through housing.
- Demonstrate comprehension of the contribution of interpersonal relationship, management practices, and application of design principles to a satisfying home life.
- Demonstrate ability to use and care for furnishings and equipment.
- Identify career opportunities and requirements for employment in housing and home furnishings.

*ADVANCED CONSUMER AND HOMEMAKING EDUCATION* [5]

**Career Education**

- Demonstrate an understanding of relationship between personal qualities and job requirements which affect vocational decision.
- Evaluate several selected sources for locating jobs.
- Demonstrate abilities applicable to applying for a job.
- Demonstrate ability to explain the opportunities available for job skill development which would be useful in permanent occupations.

**Clothing and Textiles**

- Show comprehension of psychological and social needs that are expressed through clothing.
- Show ability to make informed decisions about clothing.
- Show ability to coordinate the selection of patterns, fabrics, and notions.
- Demonstrate ability to apply selected advanced construction techniques.

**Consumer Education**

- Show ability through decision making to manage resources to achieve goals.
- Show ability to manage resources to achieve goals through teenager consumership.

**Family Health**

- Demonstrate comprehension of factors that affect mental, emotional, physical health, and practices which enhance family health.
- Demonstrate an understanding of the major health problems caused by communicable disease, diet, drugs, genetics, cancer, and cardio-vascular disease.
- Demonstrate the ability to apply selected recommended techniques in home care of the sick.
- Demonstrate knowledge of sources, kinds, and costs of health services.
- Demonstrate comprehension of basic safety measures in the home.
- Demonstrate comprehension of a range of career opportunities in health.

**Family Life Education (Personal and Family Relationships)**

- Formulate generalization relating to personal values and goals.
- Demonstrate the ability to perceive the relationship of preparation for marriage to its success.

[5] Guidelines Home Economics Education Programs, 1975, pp. 28-29.

*SEMESTER COURSES*[6]

**Foods and Nutrition**

- Demonstrate comprehension of factors that influence food habits.
- Demonstrate comprehension of food requirements for the different stages of life.
- Apply knowledge of factors affecting food decisions in grocery shopping.
- Show awareness that agencies and laws protect the consumer.
- Analyze the functions of additives in foods.
- Analyze and apply the principles of food preservation.
- Identify and apply scientific principles of food preservation.
- Demonstrate skills in selection and preparation of meat, vegetables and fruits, and bread and cereals.
- Analyze the effect of specialized equipment on food preparation.
- Set a table for a meal with appropriate table appointments.
- Demonstrate awareness of career possibilities in foods and nutrition.

**Housing and Home Furnishings**

- Form generalizations that show the relationship of physical, psychological, and social factors to family housing needs.
- Demonstrate comprehension of the characteristics of various types of housing and the relationship of housing needs.
- Demonstrate comprehension of the characteristics of the physical aspects of housing valuable in selecting a dwelling.
- Demonstrate the ability to make informed decisions in spending housing dollars.
- Show understanding of design principles in creating functional and aesthetically satisfying homes.
- Demonstrate ability to apply management principles in the care and maintenance of the home environment.

**Child Development**

- Form generalizations regarding selected factors in preparing for parenthood.
- Demonstrate comprehension of the processes of child development and related health care during pregnancy and up to six months after birth.
- Show understanding of cultural differences in child-rearing practices.
- Show comprehension of physical, mental, emotional and social growth needs in relation to the developmental stages of the child from birth to six years.
- Demonstrate understanding of child welfare laws.
- Show awareness of the rights of the adopted child, adoptive parents, and natural mother.
- Show awareness of the agencies and of help that is available in the development, health, and welfare of children.
- Demonstrate comprehension of job opportunities in child development and child care services.

**Clothing and Textiles**

- Form generalizations showing the relationship of fashion trends and fabric, and the application of art principles to clothing selection for the individual.
- Form generalizations that show comprehension of resources as a basis for deciding whether to make or buy clothing.
- Show knowledge of the effects of the characteristics of fiber, yarn, fabrics, and finish on the end use.
- Demonstrate application of selected construction techniques.
- Show ability to select, wear, care for and make costume accessories.
- Identify a range of career opportunities in clothing.

[6] Guidelines Home Economics Education Programs, 1975, pp. 29-31.

**Consumer Education**

- Demonstrate ability to comprehend values, standards, and goals and apply the management process in achieving personal and family goals.
- Demonstrate ability to comprehend resources and decision making and apply the management process in achieving personal and family goals.
- Demonstrate comprehension of the family life stages and the relationship of the elements of management to the development of a life style.
- Demonstrate comprehension of the relationship of the consumer to the American economy.
- Show ability to apply the management process to the development of a spending plan.
- Demonstrate comprehension of role of consumer credit in attaining personal and family goals.
- Show comprehension of the need for assessment of currently available and future resources in financing a home.
- Demonstrate comprehension of how to manage the transportation dollars.
- Show ability to apply the management process to purchasing health and life insurance.
- Show ability to apply the management process in planning savings and investments.
- Demonstrate comprehension of the relationship of tax outlay to benefits received.
- Recognize the value of Social Security as it contributes to family security.
- Demonstrate comprehension of how a will contributes to family security.
- Demonstrate comprehension of resources needed in keeping useful financial records.
- Show comprehension of the consumer's rights and responsibilities.
- Demonstrate comprehension of available sources of help to families involved in a financial crisis.
- Show comprehension of a range of career opportunities in consumer education.

**Family Life Education**

- Show comprehension of individual uniqueness in inherent potential and the effect of environment.
- Show comprehension of family life as a progression through various stages which involve unique functional roles, crises, and satisfaction of family members.
- Show understanding of relationships between environmental resources and human rights, privileges, and responsibilities in the community.
- Demonstrate understanding of the relationship between preparation for adult living and its success.
- Show understanding of the relationship between effective planning for parenthood and creating a conducive environment for the child to grow and develop.
- Show comprehension of the role of parents in guiding and facilitating optimum growth and development of the child from birth to three years of age.
- Demonstrate use of values, standards and resources in decision making to achieve family goals.

**Foods and Nutrition**

- Demonstrate comprehension of family resource management in providing for family food needs.
- Show comprehension of the significance of social, cultural and psychological influences on family food patterns and preparation.
- Show comprehension of the significance of food production and related technology to consumer food choice.
- Demonstrate comprehension of abilities related to planning and preparing nutritious meals.
- Demonstrate comprehension of a range of career opportunities available in foods and nutrition.

**Housing and Home Furnishings**

- Demonstrate comprehension of factors affecting family housing.
- Demonstrate comprehension of financial and legal aspects related to living accommodations.
- Demonstrate ability to evaluate in a house plan features which promote comfort, convenience, and efficiency.
- Show ability to apply criteria of function, attractiveness, design, quality, durability and economic feasibility in choosing home furnishings.

- Apply techniques of work simplification to the management of routine household tasks.
- Show knowledge of a range of career opportunities in housing and home furnishings.

**Human Sexuality**

- Identify factors affecting human development.
- Analyze and apply principles of communication for more effective interpersonal relationships.
- Explore societal factors that affect an individual's sexual conduct code.
- Identify causes, long-term effects and cure for venereal diseases.
- Summarize factors relative to planning parenthood.
- Explore factors concerning pregnancy and birth.
- Identify problems and possible solutions of unwanted pregnancy.
- Analyze and appraise the changes taking place in family life styles.
- Identify the effects of basic population trends on individuals, families and society.

## FACILITIES

Facilities are determined by course offerings, staff size, and class enrollment. The consumer and homemaking department may include all-purpose rooms, multi-purpose rooms, or a combination of these rooms.

An all-purpose room is a laboratory-classroom with facilities and equipment for teaching all areas of homemaking and is designed for individual instruction and small and large group instruction. For a class of 18-24 students an all-purpose room, with a minimum of 2,400-3,000 square feet (222.97-278.71 square m) which includes storage and office space is recommended.

A multi-purpose room is a laboratory-classroom designed and equipped for teaching two or more selected homemaking areas. For 18-24 students, a multi-purpose room, with a minimum of 2,000-2,500 square feet (185.81-232.26 square m), which includes storage and office space is recommended.

**Suggested Homemaking Areas for Instruction in Multi-purpose Rooms**

A. Two Multi-purpose Rooms
   1. Foods and nutrition, family health, management and consumer education
   2. Child development, family life education, housing and home furnishings, clothing and textiles, laundry

B. Three Multi-purpose Rooms
   1. Foods and nutrition, laundry, management
   2. Clothing and textiles, housing and home furnishings
   3. Child development, family relationships, family health, consumer education

An all-purpose room is suggested for a school with one teacher. Schools with two or more teachers may provide:
1. Two or more all-purpose rooms
2. Two or more multi-purpose rooms
3. Combination of all-purpose rooms and multi-purpose rooms for designated homemaking areas

## GENERAL RECOMMENDATIONS FOR SPACE AND EQUIPMENT [7]

A. Keep floor space free for varied group and individual activities.

Listening: to lectures, panels, guest speakers, tape recordings.

Discussing: in small groups, or as a class.

Reporting: on individual research, or on work as a member of a committee.

Working individually: on tests and extended learnings.

Working in groups: committees, research, or planning.

Dramatizing: participating in role-playing or minute-dramas.

Demonstration: individually or in groups.

Watching: demonstrations by teacher or guest speaker.

Viewing: films and filmstrips, TV programs, overhead and opaque projectors.

Observing: children brought in for play school.

Entertaining: teas, luncheons, special occasions.

Conferring: plan with the teacher.

Participating: laboratory experiences.

B. Provide mobile storage units to serve multiple purpose.

C. Provide movable room dividers to create areas for individual study, conferences, and varied-size activities.

D. Install fixed equipment, ranges, etc., around perimeter of room.

E. Provide adequate electrical outlets for use of small portable electrical equipment as well as large appliances.

F. Provide adequate storage space for teaching materials, audio-visual equipment and student wraps and books.

G. Plan wall space for bulletin board, peg board, chalk board, and display areas.

H. Provide work areas for pupil-teacher preparation of exibits, displays, and demonstrations.

I. Provide for varied types of learning experiences and instructional activities.

## EQUIPMENT

### Child Development

The following equipment is based on 24 students per classroom.

| | |
|---|---|
| 4 | Stack chairs for children |
| 1 | Table for children |
| 1 | Child size book display rack |
| 1 | Adjustable chart stand |
| 1 | Utility easel, double |
| 1 | Storage unit for toys |
| 1 | Locker unit, space for 10 coats, etc. |
| 3 | Baby bottles and nipples, variety |
| 1 ea. | Baby cup, cereal dish, baby spoon |
| 1 | Sterilizer |
| 1 | Baby bath tub |
| 1 | Bottle warmer |
| 1 set | Small blocks of various sizes and shapes |
| 1 set | Large beads to string |
| 1 set | Large blocks |
| 1 | Push and pull toy |
| 2 | Dolls, black and white |
| 1 | Doll carriage |
| 1 set | Doll furniture |
| 1 | Tea set |
| 1 set | Toy cooking utensils |
| 1 set | Mop, broom, dust pan |
| 1 ea. | Housekeeping equipment, stove, sink, refrigerator, ironing board |
| 1 set | Musical instruments (drum, xylophone, etc.) |
| 1 | Hammer and pounding board |
| 1 | Wheelbarrow |
| 1 | Train |
| 1 | Tractor |

[7] Adapted from Space and Equipment Guidelines, State Division of Vocational Education, Home and Family Life Section, Olympia, Washington, 1967.

| | |
|---|---|
| 1 | Wagon |
| 1 | Tricycle |
| 1 | Truck |
| 1 set | Puzzles |
| 3 | Balls |

**Clothing and Textiles**

The following equipment is based on 24 students per classroom.

| | |
|---|---|
| 2 | Sewing machines (deluxe) w/cabinet (domestic – school model) |
| 10 | Sewing machines (standard) w/cabinet (domestic – school model) |
| 1 | Sewing machine w/cabinet (industrial) |
| 13 | Machine stools |
| 2 | Buttonhole attachments |
| 2 | Hem markers |
| 1 | Tailor clapper |
| 10 | Button gauges and point turners |
| 10 | Sewing gauges |
| 12 | Zipper foots |
| 10 | Seam rippers |
| 10 | Transparent rulers |
| 3 | Sleeve boards |
| 4 | Pressing hams |
| 2 | Pressing mits |
| 2 | Pressing rolls |
| 2 | Point pressers and pounding blocks |
| 1 | Needleboard |
| 3 | Steam spray irons |
| 3 | Ironing boards w/pad and covers |
| 3 | Bobbin boxes |
| 2 | Scissor racks |
| 6 | Dressmaker shears (right and left-hand) |
| 6 | Polyester dressmaker shears |
| 10 | Clipping and trimming shears |
| 4 | Buttonhole scissors |
| 4 | Embroidery shears |
| 2 | Scalloping shears |
| 4 | Pinking shears |
| 2 | Electric scissors |
| 6 | Cutting boards |
| 4 | Hem gauges |
| 10 | Tracing wheels |
| 1 | 3-way mirror |
| 1 | Lab magnifier |

**Family Health**

The following equipment is based on 24 students per classroom.

| | |
|---|---|
| 1 | Roll-away bed |
| 1 | Mattress (can be used on a table) optional |
| 1 | Bedside table |
| 1 | Heating pad |
| 1 | Hot water bottle |
| 1 | Ice cap |
| 12 | Thermometers (fever) – one for every two students |
| 1 | Wash basin |
| 1 | Medicine cabinet |
| 1 | Bed tray |
| 1 | Back rest |

**Foods and Nutrition**

The following equipment is based on 24 students per classroom – 4 unit kitchens.

| | |
|---|---|
| 3 | Ranges, standard, electric |
| 1 | Range, standard, gas |
| 1 | Micro-wave oven |
| 2 | Refrigerators, frostless top-freezer |
| 1 | Freezer (with ice maker) |
| 1 | Dishwasher |
| 1 | Trash compactor |
| 6 sets | Flatware – 6 spoons, 6 forks, 6 knives, 6 soup spoons, 6 salad forks and 6 iced tea spoons<br>Serving pieces – 2 tablespoons, 1 butter knife, 1 sugar spoon, 1 meat fork and 1 gravy ladle |
| 6 sets | Dinnerware – 6 dinner plates, 6 salad plates, 6 cups and saucers, and 6 soup-salad bowls<br>Serving pieces – 2 vegetable bowls, 1 sugar and 1 cream pitcher, 1 gravy boat, 1 butter dish, and (1 set) salt and pepper shakers |
| 3 doz. | Glasses – water, iced tea, juice and sherberts |
| 4 sets | Salt and pepper shakers, aluminum |
| 4 sets | Mixing bowls, assorted sizes |
| 4 | Cookie sheets |
| 4 | Biscuit pans |
| 4 | Cake pans, 9" (22.9 cm) round, teflon |
| 4 | Cake pans, 9" (22.9 cm) square, aluminum |
| 4 | Cake pans, tubed |
| 4 | Baking pans, 14" x 10" (35.6 cm x 25.4 cm) stainless |
| 4 | Pie pans, 9" (22.9 cm) |
| 4 | Bread dough pans, 8½" x 4½" (21.6 cm x 11.4 cm) |

| | |
|---|---|
| 4 | Double boilers, 1 quart (.95 l) |
| 4 | Sauce pans, 2 quarts (1.9 l) |
| 4 | Sauce pans, w/lid, 1-½ quarts (1.4 l) |
| 4 | Sauce pans, w/lid, 3 quarts (2.9 l) |
| 4 | Fry pans, 10" teflon (25.4 cm) |
| 1 | Griddle, teflon |
| 1 | Roaster |
| 4 | Cornstick pans, cast iron |
| 4 | Muffin pans, 12 cup |
| 4 | Muffin pans, 6 cup |
| 4 | Salad molds, assorted shapes |
| 2 | Bundt pans, cast iron |
| 2 | Egg poachers, 2 cup |
| 1 | French fryers, 3 quarts (2.9 l) |
| 1 | Standard stock pot w/cover, 12 quarts (11.4 l) |
| 1 | Pressure cooker, 4 quarts (3.8 l) |
| 4 | Colanders, 3 quarts (2.9 l) |
| 1 | Grater, four sided |
| 1 | Crock-pot |
| 4 | Shredder slicer graters |
| 1 | Rapid salad maker |
| 1 | Food chopper |
| 2 | Onion choppers |
| 8 | Cooling racks |
| 4 | Hand egg beaters, rotary |
| 4 | Hand mixers, electric |
| 1 | Electric mixer w/timer |
| 1 | Blender |
| 4 | Biscuit and donut cutters |
| 2 | Cookie presses |
| 4 | Cookie cutter sets |
| 2 | Cake decorator sets |
| 4 | Cutting boards, plastic |
| 4 | Rolling pins |
| 4 | Pastry blenders |
| 4 | Sifters, 5 cups |
| 4 | Cannister sets, assorted sizes |
| 1 | Coffee maker, 30 cups (7.2 l) |
| 1 | Coffee maker, 8-10 cups (1.9 - 2.4 l) |
| 2 | Tea kettles, 2½ quarts (2.4 l) |
| 4 | Water pitchers |
| 1 | Toaster |
| 1 | Waffle baker |
| 1 | Meat thermometer |
| 1 | Deep frying thermometer |
| 1 | Candy thermometer |
| 1 | Scales, household |
| 1 | Timer |
| 1 | Can opener, electric w/knife sharpener |
| 4 | Can/bottle openers, hand(plier) |
| 4 | Wooden spoons |
| 4 | Cooking spoons, large slotted |
| 4 | Basting spoons, large solid |
| 4 | Spatulas or egg turners |
| 4 | Spatulas, narrow |
| 4 | Spatulas, rubber |
| 8 sets | Measuring spoons |
| 8 sets | Measuring cups, dry |
| 8 sets | Measuring cups, liquid |
| 4 | Measuring cups, shortening |
| 4 | Cooking tongs |
| 4 | Pastry brushes |
| 4 | Kitchen shears |
| 1 | Ladle, long handle, 4 ozs. (120 ml) |
| 4 | Vegetable peelers |
| 4 | Funnels |
| 4 | Meat forks |
| 4 | Pancake turners |
| 4 | Pie and cake servers |
| 4 | Strainers, 6" (15.2 cm) |
| 4 | Potato mashers |
| 1 | Spoon holder |
| 4 | Paring knives |
| 4 | French cook knives, 5" (12.7 cm) |
| 4 | Butcher knives, 7" (17.8 cm) |
| 4 | Slicer knives, 7" (17.8 cm) |
| 4 | French cook knives, 8" (20.3 cm) |
| 1 | Electric knife |
| 4 | Casserole sets, w/covers, 3 pieces |
| 6 | Casseroles, 1½ qts, (1.4 l) w/serving cradle |
| 1 | Serving cart |
| 6 | Cutlery trays |
| 6 | Drawer dividers |
| 6 | Drainer trays |
| 6 | Dish drainers |
| 6 | Sink strainers |
| 6 | Serving trays |
| 1 | Punch bowl, w/ladle |
| 50 | Punch cups |
| 50 | Cake plates, 8" (20.3 cm) |
| 1 | Ice cream scoop |
| 2 | Cake plates (glass) 10" (25.4 cm) |
| 2 | Candy/nut (glass) dishes |

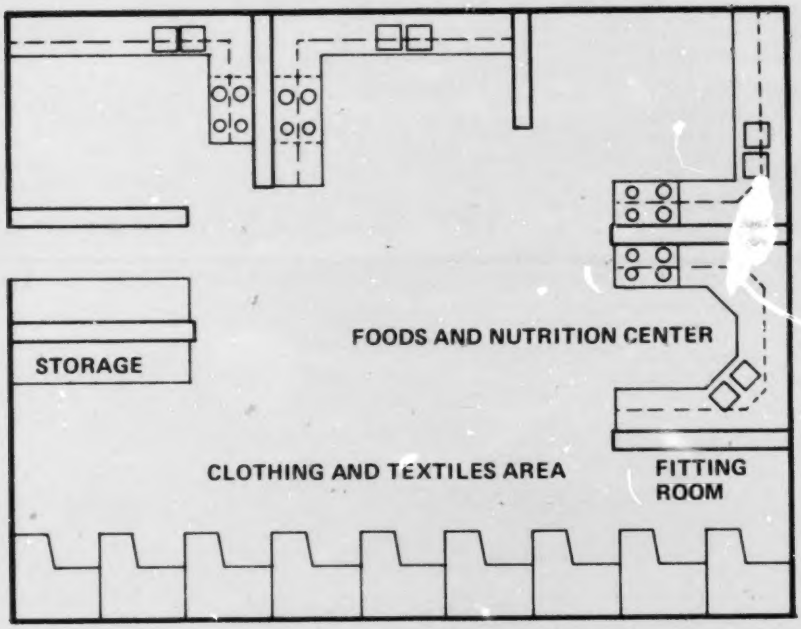
**General**

The following equipment is based on 24 students per classroom.

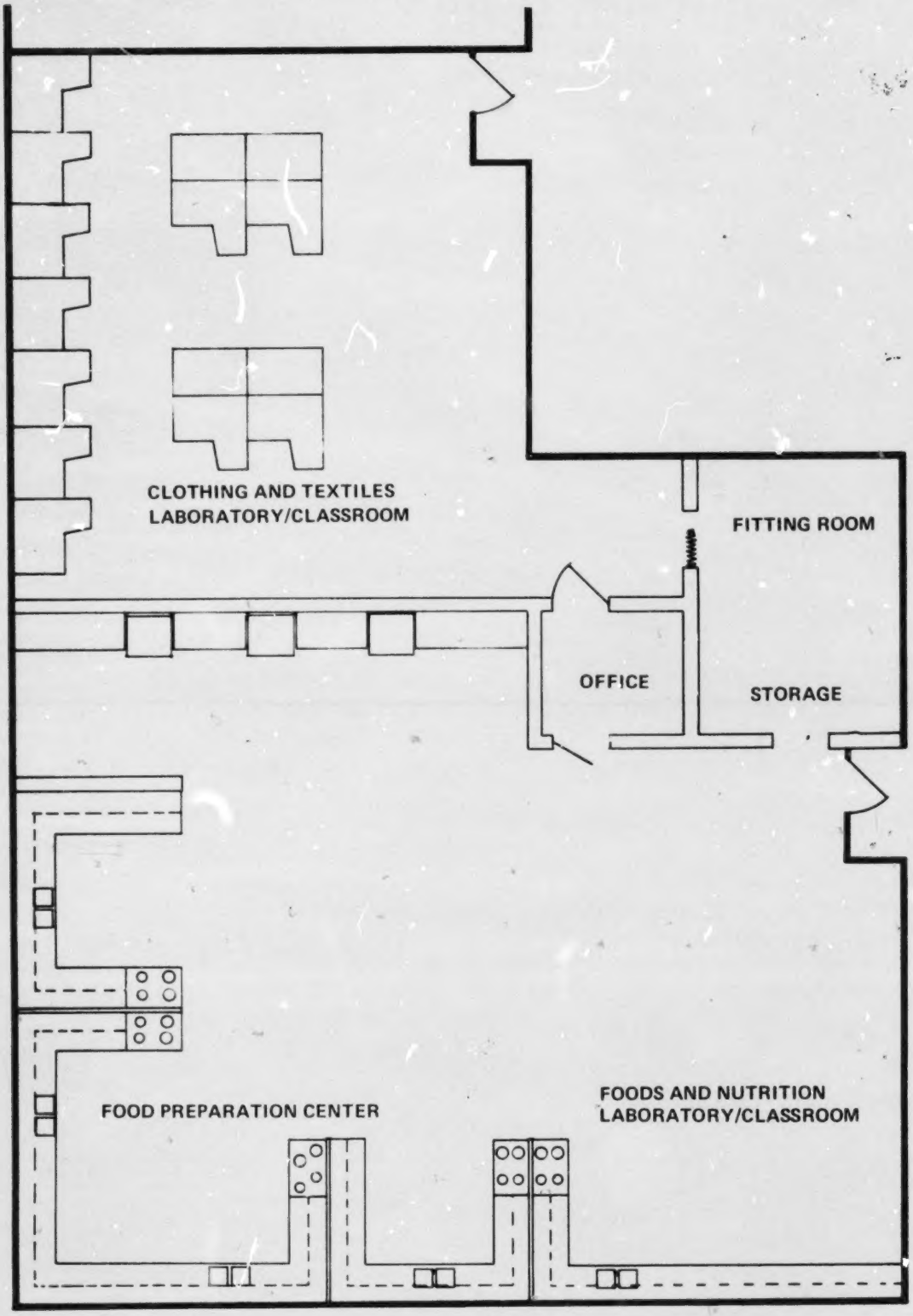
| | |
|---|---|
| 1 | Teacher's desk |
| 1 | Teacher's chair |
| 6 | Tables for students |
| 24 | Chairs for students |
| 2 | File cabinets |
| 2 | Bookshelves |

The following equipment is for the living and other areas in the department.

| | |
|---|---|
| 1 | Sofa |
| 2 | Occasional chairs |
| 1 | Upholstered chair |
| 1 | Coffee table |
| 2 | End tables |
| 1 | Magazine rack |
| 1 | Card table/4 folding chairs |
| 2 | Lamps |
| 4 | Decorative objects |
| 2 | Pictures |
| 6 | Flower containers |
| 2 | Candle holders |
| 1 | Washer |
| 1 | Dryer |
| 1 | Laundry cabinet |
| 1 | Service cart |
| 1 | Vacuum cleaner and attachments |
| 1 | Carpet shampooer |
| 2 | Dust pans |
| 2 | Pails |
| 2 | Wet mops |
| 1 | Stepladder stool |
| 1 | Record player |
| 1 | Cassette recorder |
| 1 | Easel |
| 1 | Overhead projector |
| 1 | Filmstrip and slide projector |
| 1 | Transparency file |
| 1 | Filmstrip-slide file |
| 1 | Overhead projection table |
| 1 | Screen |
| 1 ea. | Household tools (hammer, pliers, and screwdriver) |




CONSUMER AND HOMEMAKING
ALL–PURPOSE ROOM




CONSUMER AND HOMEMAKING

CONSUMER AND HOMEMAKING

## THE HOME ECONOMICS OCCUPATIONAL PROGRAM

The Home Economics Occupational Program is planned for males and females.

The home economics occupational program includes:

Child Care Services
Clothing Services
Food Services
Housing and Home Furnishings Services
Institutional and Home Management Services

### CHILD CARE SERVICES

Child care services prepare students for employment as aides in the care, guidance and instruction of young children.

The course of study includes child growth and development, child behavior, music for children, safety and first aid, recreation, physical education, children's art and management.

#### Space Needs

Observation/classroom
750-780 sq. ft. (69.68-72.46 sq. m)
Laboratory
1,300-1,500 sq. ft. (120.77-139.35 sq. m)
Storage
150-200 sq. ft. (12.94-18.58 sq. m)
Compact kitchen
150-200 sq. ft. (13.94-18.58 sq. m)
Toilet (children's)
120-200 sq. ft. (11.15-18.58 sq. m)
Office
80-100 sq. ft. (7.43-9.29 sq. m)
Outdoor storage
140-200 sq. ft. (13.01-18.58 sq. m)
Outside play area
1,200-2,000 sq. ft. (111.48-185.81 sq. m)
Total (Does not include outside play area.)
2,500-3,200 sq. ft. (232.26-297.29 sq. m)

#### Space Facilities

Child Care classrooms should be located on the ground floor with access to a fenced playground for the children who may be brought into the classroom. The room should be located far enough away from other classrooms so others would not be disturbed by the children at play.

Space should be provided for a classroom, laboratory with an observation booth as well as a kitchen, storage areas for audio-visuals, and supplies and equipment for use in the classroom. An office area should be conveniently located near the classroom and laboratory.

Toilet facilities for both adults and children should be provided. The children's toilet facilities should be located near the playground area as well as conveniently accessible to the laboratory. Rest rooms for children should be fitted with child-sized lavatories and toilets.

A fenced area, partially covered and adjoining the playroom, should be planned for the playground.

A paved or hard-surface area should be provided for the use of wheel toys. Part of the playground area should be planted with grass and, if possible, have trees for shade. An area on the playground should be planned for the use of a sand-and-water table and a plot for gardening. Playground equipment should be sturdy and safe for the age of the children attending.

The kitchen should be located near the playroom and large enough to take care of the meals and snacks served to the children.

The classroom and laboratory should be planned so that portable storage equipment and mobile furniture would provide for easy rearrangement of the classroom.

Sinks and cabinets located in the playroom area should be at a height comfortable for children attending the center.

Adequate lighting should be provided for the classrooms.

Windows should be low enough for children to see out and constructed to avoid excessive glare.

Floors should be covered with carpeting which would clean easily and should be used in all areas except where children or students would be working with art materials. These areas should have vinyl or tile flooring.

Walls should be light and of a soft and pleasing color.

Ceilings should be light and of acoustical tile, if possible.

Provisions should be made for use of films and filmstrips. The use of a projection screen mounted on the wall of the classroom would be convenient.

Electrical outlets should be spaced throughout the rooms to provide easy access for use of electrical equipment.

Adequate access drives and parking should be provided near the classroom and playground area to provide for delivery and for more convenience.

**Equipment**

*Laboratory with Pre-School Children*

The following list of equipment is recommended for a class enrollment of twenty high school students and fifteen pre-school children who are to be brought daily into the Child Care Services Laboratory.

General Furnishings

| | |
|---|---|
| 1 | Teacher Chair |
| 20 | Student chairs |
| 3 | Child-sized chairs, 10" (25.4 cm) seat to floor |
| 6 | Child-sized chairs, 12" (30.5 cm) seat to floor |
| 6 | Child-sized chairs, 13" (33 cm) seat to floor |
| 1 | Child-sized step stool, 24" (61 cm) high |
| 15 | Rest Cots |
| 2 | Cot Carriers |
| 1 | Filmstrip file |
| 1 | Legal four-drawer file |
| 1 | Storage cabinet, 80" x 36" x 18" (20.3 cm x 91.4 cm x 5.7 cm) |
| 4 | Clothes cubbies, 52" x 48" (132 cm x 121.9 cm) |
| 1 | Multi-storage unit, 48" x 34" x 14½" (121.9 cm) x 86.4 cm x 36.8 cm) |
| 1 | Mobile storage tray, 90" x 12" x 30" (228.6 cm x 30.5 cm x 76.2 cm) |
| 1 | Book case or mobile bookrack |
| 1 | Library display |
| 4 | Plastic bins |
| 1 | Peg board room divider |
| 1 | Teacher desk |
| 5 | Student tables, 29" x 36" x 72" (73.7 cm x 91.4 cm x 182.9 cm) |
| 3 | Child-sized tables 18" x 20" x 21" (45.7 cm x 50.8 cm x 53.3 cm) (trapezoidal, round, or rectangular) |
| 1 | Sewing machine |
| 1 | Steam Iron |
| 1 | Ironing board |

Indoor Play

| | |
|---|---|
| 2 | Utility easels – double |
| 1 | Bulletin-chalkboard, 4' x 8', (120 cm x 240 cm) child's eye level |
| 1 | Paper cutter, table size, 14" x 14" (35.6 cm x 35.6 cm) |
| 1 doz. | Scissors, blunt |
| 1 set | Clothes line and pins (2 doz. pins) |
| 1 | Clothes Rack |
| 4 | Buckets, plastic |
| 1 | Paint brush, No. 12, 1" (2.54 cm) wide bristles |
| 4 | Paint brushes, No. 12, ½" (1.27 cm) wide bristles |
| 1 | Cellophane tape dispenser (decor) |
| 1 set | Tinkertoys, large |
| 1 | Pegboard, large |
| 1 box | Pegs, round |
| 1 set | Nuts, bolts, screws, large |
| 1 set | Tools (screwdriver, pliers, crosscut saw, hammer) |
| 1 | Pounding bench |
| 1 | Doll bed, large enough for child |
| 1 | Stove, 24" x 23" x 12" (61 cm x 58.4 cm x 30.5 cm) |
| 1 | Sink, 24" x 23" x 12" (61 cm x 58.4 cm x 30.5 cm) |
| 1 | Refrigerator, 28" x 23" x 12" (71.1 cm x 58.4 cm x 30.5 cm) |
| 1 | Hutch cabinet, 36" x 24" x 12" (91.4 cm x 61 cm x 30.5 cm) |
| 1 | Chest of drawers, 30" x 18" x 12" (76.2 cm x 45.7 cm x 30.5 cm) |
| 1 | Child's rocker |
| 1 | Doll high chair |
| 1 | Doll buggy |
| 1 | Ironing board, 24" x 8" x 20" (61 cm x 20.3 cm x 50.8 cm) |
| 1 | Housecleaning set |
| 2 | Dolls, boy - multi-ethnic |
| 2 | Dolls, girl - multi-ethnic |
| 1 | Doll, baby |
| 1 | Cooking set |

| | |
|---|---|
| 1 | Tea set |
| 1 set | Flatware |
| 1 | Pastry set |
| 1 | Mirror, 16" x 48" (40.6 cm x 121.9 cm) mounted |
| 1 | Telephone |
| 1 | Clock |
| 1 set | Small table with four chairs |
| 1 set | Tabletop building blocks |
| 1 set | Unit-build blocks |
| 1 set | Hollow blocks |
| 1 set | Plastic bricks |
| 1 set | Snap blocks (20 pieces) |
| 1 set | Shape-learner blocks |
| 1 set | Tactile letter - block board |
| 1 set | Letter blocks, capitals |
| 1 set | Ten numeral blocks |
| 1 | Mosaic set, color design |
| 1 | Incline balance board |
| 1 | Counting bar |
| 1 set | Jumbo beads, various shapes and color |
| 1 doz. | Laces for beads |
| 1 | Water-and-sand table |
| 1 set | Traffic signs |
| 2 | Autoharps |
| 2 | Drums |
| 1 | Record player |
| 1 | Tape player and recorder |
| 1 | Piano, child size |
| 1 set | Rhythm instruments |
| 3 | Reversible puzzles |
| 1 set | Children's assorted puzzles (pigs, ducks, horses, donkeys) |
| 1 | Ring toss |
| 1 set | Decreasing insets, wooden plaque |
| 1 | Plastic aquarium, includes accessories |
| 2 | Tripod magnifiers |
| 1 | Bar magnet |
| 1 | Horseshoe magnet |
| 1 | Small scales |
| 1 | Egg incubator |
| 1 | Terrarium |
| 1 set | Measuring cups, metric |
| 1 | Planting box |
| 1 | Animal cage |
| 1 | Jumbo wall thermometer |
| 1 | Stethoscope |
| 2 | Trucks, small |
| 1 | Car, small |
| 1 | Boat, small |
| 1 | Airplane, small |
| 1 | Rocking boat |
| 1 | Wheelbarrow |
| 1 | Train, large |
| 1 | Car, large |
| 1 | Truck, large |

Outdoor Play

| | |
|---|---|
| 1 | Jungle gym set (jungle gym, swing with canvas seats, slide, teeter-totter) |
| 1 | Sand box |
| 1 set | Bucket, shovels, spoons, sifter, tray |
| 1 set | Garden tools, rake, shovel, hoe |
| 3 | Balls, rubber |
| 2 | Tricycles, 20 in. (50.8 cm) front wheel |
| 2 | Wagons, heavy steel |
| 1 | Large pedal fire engine |
| 1 | Large pedal tractor |
| 2 | Water-play tubs |
| 1 | Water-play kit, rubber siphon, pump |
| 1 | Crawl through |

Equipment for Meal Preparation

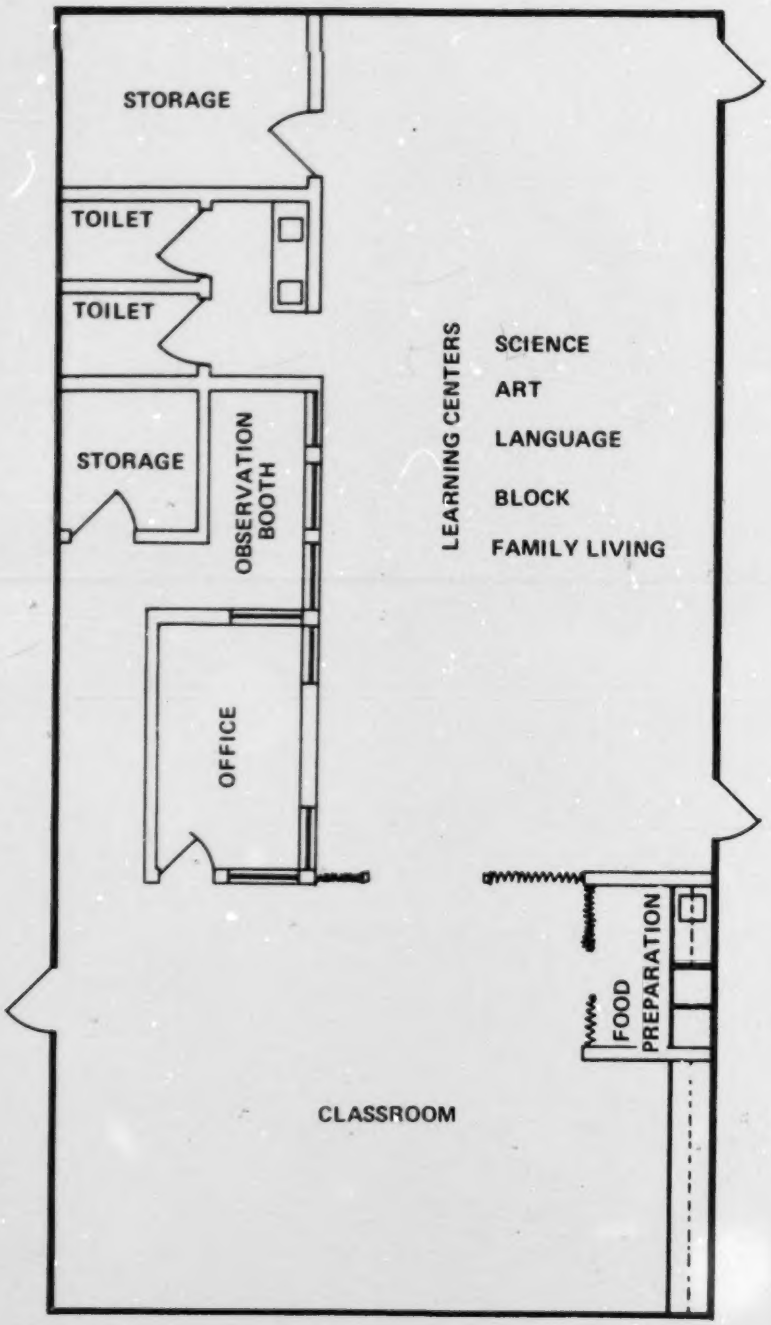
| | |
|---|---|
| 1 | Range, electric |
| 1 | Refrigerator/freezer |
| 1 | Icemaker (in freezer) |
| 1 | Dishwasher |
| 1 | Blender |
| 1 | Food chopper |
| 1 | Can opener |
| 1 | Stand mixer |
| 20 sets | Flatware (forks, spoons, knives) |
| 20 | Plates |
| 20 | Soup bowls |
| 20 | Fruit dishes |
| 20 | Glasses |
| 6 | Trays |
| 2 | Pitchers |
| 1 set | Salt & pepper shakers |
| 2 | Baking pans, shallow, rectangular |
| 2 | Cookie sheets |
| 2 | Sheet pans |
| 1 | Muffin tin, 24 cup |
| 1 | Measure, ½ quart (.5 l) |
| 1 | Measure, 1 quart (.95 l) |
| 1 ea. | Measuring cups, dry and liquid |
| 1 | Rolling pen |
| 1 | Mixing bowl, 1½ quart (1.4 l) |
| 1 | Mixing bowl, 3 quart (2.9 l) |
| 1 | Mixing bowl, 4 quart (3.8 l) |
| 2 sets | Measuring spoons |
| 1 | Sifter |
| 1 | Tube cake pan |
| 2 | Casserole dishes |
| 1 | Broiler pan and rack |
| 1 | Pyrex rectangular bake dish |
| 1 | Butcher knife |
| 2 | Paring knives |
| 1 | Cook's knife |
| 1 | Potato peeler |
| 1 | Strainer |

| | |
|---|---|
| 1 | Grater |
| 3 | Scrapers |
| 20 | Aluminum Molds |
| 1 | Corer |
| 1 | Colander, 3 quart (2.9 l) |
| 1 | Tongs, 9" with teeth (22.9 cm) |
| 1 | Ice scoop |
| 1 | Ice cream dipper |
| 1 | Cheese slicer |
| 1 | Wire whip |
| 1 | Dish pan |
| 2 | Bread baskets |
| 1 | Serving cart |
| 1 | Fry pan, 14" x 2½" (35.6 cm x 6.3 cm) |
| 1 | Sauce pan and cover, 3 3/4 quart (3.7 l) |
| 1 | Sauce pan and cover, 1 1/2 quart (1.4 l) |
| 1 | Double boiler |
| 1 | Stock pot, 8 quart (7.6 l) |
| 1 | Hamburger turner |
| 1 | Kitchen fork |
| 1 | Pot fork |
| 1 | Spoon, heavy duty, solid |
| 1 | Spoon, slotted |
| 1 | Ladle |
| 1 | Vegetable masher |

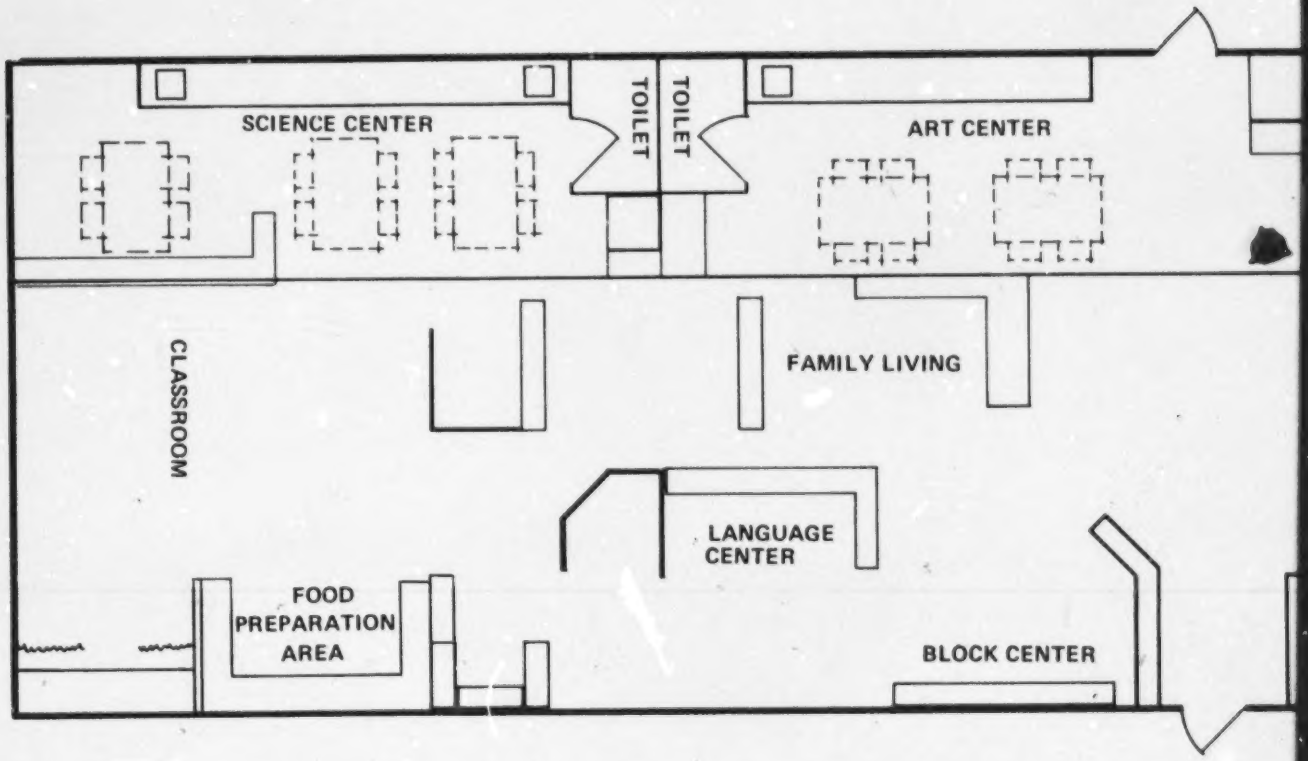
*Laboratory without Pre-School Children*

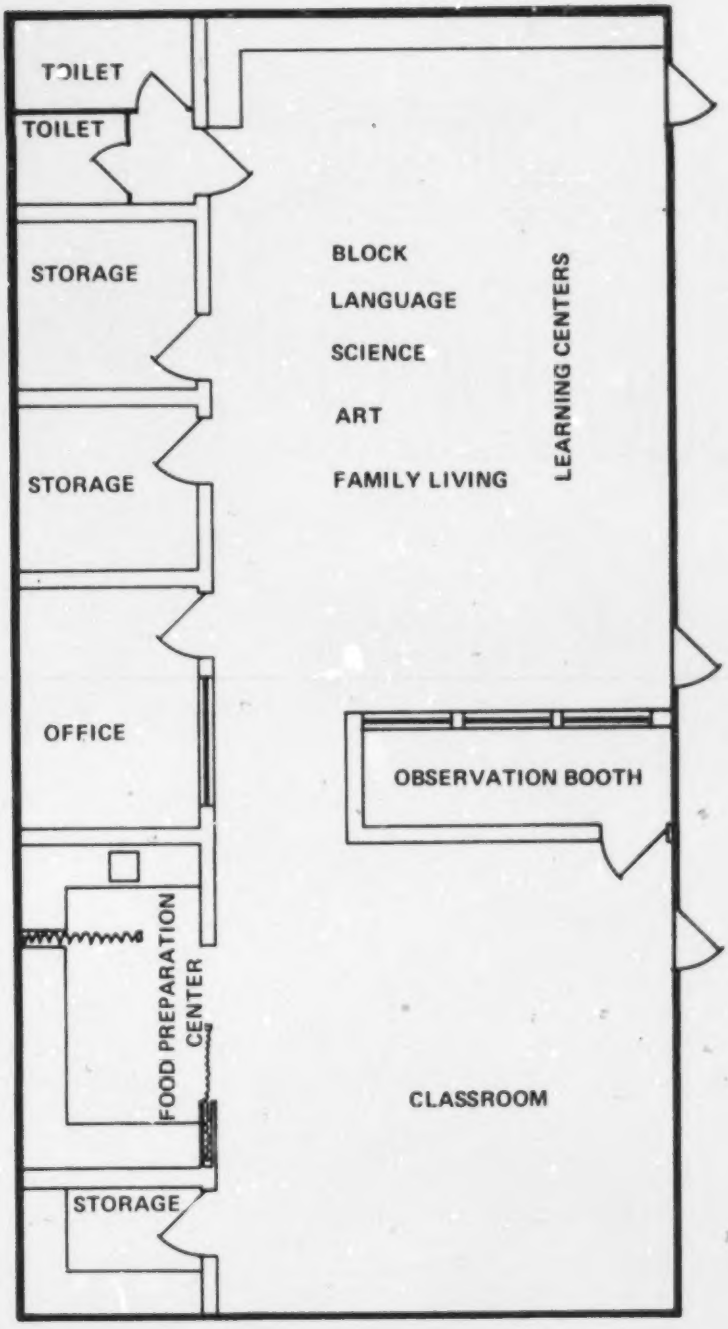
The following list of equipment is recommended for a Child Care Services Laboratory in which the students observe and have work experience in a community center for group care of children. Some equipment is needed to provide students with learning experiences with a small number of students before working in a center for group care of children.

| | |
|---|---|
| 8 | Chairs, stack, 12" (30.5 cm) to floor |
| 1 | Table, child size, 18" x 12" x 21" (45.7 cm x 30.5 cm x 53.3 cm) |
| 1 | Library display rack |
| 1 | Utility easel |
| 1 | Storage unit for toys |
| 1 | Clothes cubby |
| 2 | Dolls, multi-ethnic |
| 1 | Doll carriage |
| 1 | Tea set |
| 1 | Cooking set |
| 1 | House cleaning set |
| 1 | Play stove |
| 1 | Play sink |
| 1 | Play refrigerator |
| 1 set | Blocks, various sizes and shapes |
| 1 set | Large beads |
| 1 set | Jumbo blocks |
| 1 | Hammer and pounding board |
| 1 | Ball |
| 2 | Scissors, blunt |
| 2 | Paint brushes |
| 1 | Drum |
| 1 | Autoharp |
| 1 | Record player |
| 1 set | Reversible puzzles, assorted |
| 1 set | Decreasing insets, wooden plaque |
| 1 | Wheelbarrow |
| 1 | Train, large |
| 1 | Wagon, large, heavy steel |
| 2 | Tricycles, 20" (50.8 cm) front wheel |
| 1 | Sewing Machine |
| 1 | Steam spray iron |
| 1 | Ironing board |
| 1 | Electric fry pan |
| 1 | Popcorn popper |
| 1 | Blender |
| 1 | Hot plate |
| 1 | Refrigerator |
| 1 | Mixer |
| 1 | Crock pot |
| 1 | Set measuring spoons |
| 1 | Sink |
| 2 | Spatulas |
| 1 | Set measuring cups |
| 2 | Sets measuring spoons |
| 4 | Mixing bowls |
| 1 | Biscuit cutter |
| 2 | Trays |
| 1 | Portable mixer |
| 2 | Tablespoons |
| 2 | Metal mixing spoons |
| 2 | Wooden mixing spoons |
| 1 | Can opener |
| 1 | Paring knife |
| 1 | Pitcher |
| 8 | Molds, small |
| 8 | Glasses |
| 8 | Plates |
| 8 | Sets flatware |




OCCUPATIONAL HOME ECONOMICS
CHILD CARE SERVICES


SCIENCE CENTER
TOILET
TOILET
ART CENTER
CLASSROOM
FAMILY LIVING
LANGUAGE
CENTER
FOOD
PREPARATION
AREA
BLOCK CENTER






OCCUPATIONAL HOME ECONOMICS
CHILD CARE SERVICES

## CLOTHING SERVICES

Clothing Services is designed to provide students with basic knowledge, skills and attitudes needed for entry level employment as apparel alterationist, garment seamstress and clothing maintenance specialist in the following types of establishments: department stores, dress shops, sewing shops, apparel plants, textile mills, dry cleaners, and private homes for the purpose of sewing or altering.

### Space Needs

Desired class size: 16-20 students

Square footage per teaching area:

Clothing lab – 750-950 (69.68-88.26 sq. m)
Walk-in storage – 450-500 (41.81-46.45 sq. m)
Fitting room – 200-250 (19.58-23.23 sq. m)
Office – 80-100 (7.43-9.29 sq. m)
Total Area – 1,500-1,800 sq. ft. (139.35-167.23 sq. m)

### Space Facilities

Space should be provided for a classroom or seminar area either as a separate facility or as a part of the laboratory.

Locked storage should be provided within or adjacent to laboratory for sewing projects under construction and other sewing supplies.

Adequate storage designed for all aspects of program.

Demonstration center centrally located and completely equipped.

Well-lighted rooms for close-vision activities.

Proper ventilation.

Carefully placed electrical outlets in floor (level) and along walls.

Laundry equipment vented.

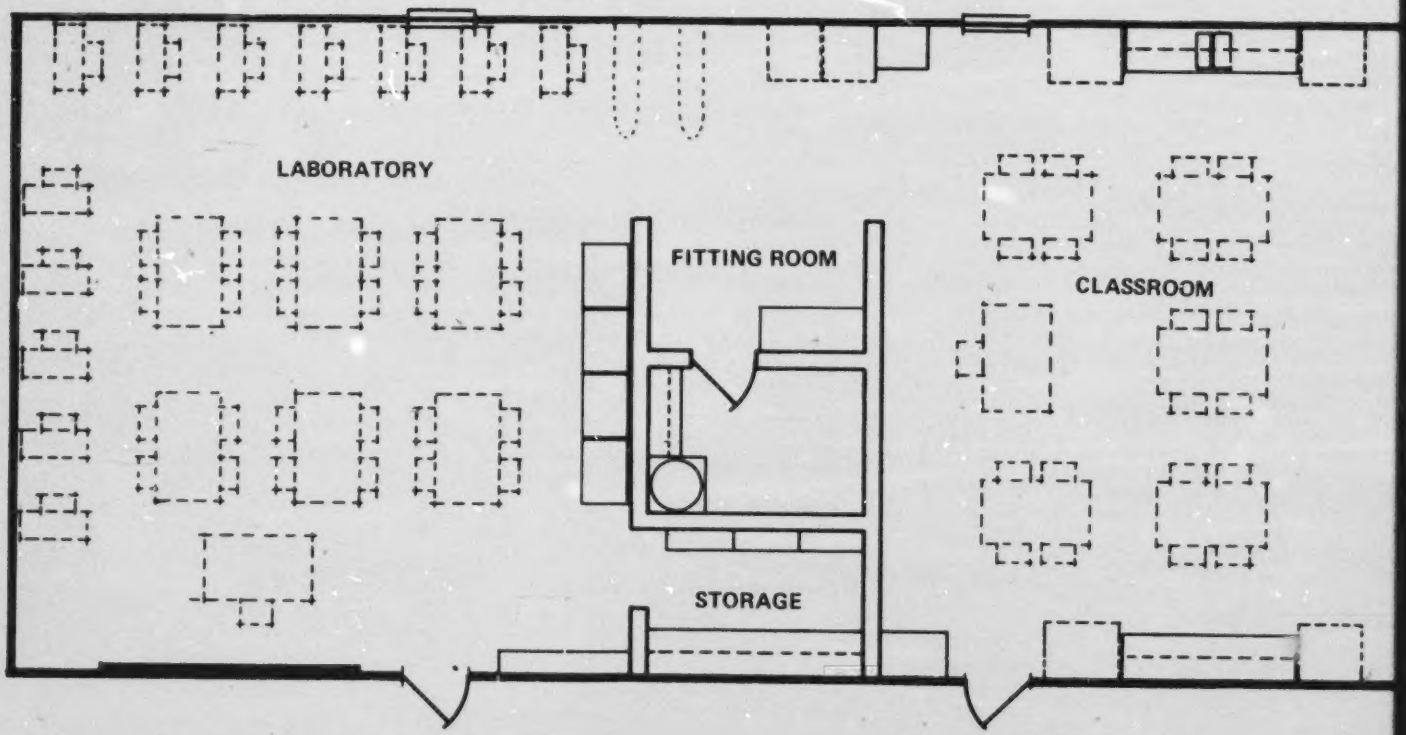
One metal storage for warm equipment.

### Equipment

| | |
|---|---|
| 4 | Tables with legs at each corner, fitted with tote-tray glides, lightweight, lamimated finish, 40" x 60"; ht. 28" and 30" (101.6 cm. x 152.4 cm); (71.1 and 76.2 cm) |
| 1 | Cutting table, 36" high x 42" x 72 " (91.4 cm x 30.5 cm x 182.9 cm) |
| 20 | Chairs, 18" and 16" (45.7 cm and 40.6 cm) |
| 1 | Industrial two-needle, chain-stitch machine |
| 1 | Industrial sewing machine – plain sewer |
| 1 | Heavy-duty sewing machine |
| 10 | Home-type sewing machines – Singer 714 |
| 12 | Sewing machine chair stools |
| 10 | Seam guide gauges |
| 10 | Cording zipper foot |
| 2 | Quilting foot |
| 2 | Buttonhole workers |
| 1 | Monogramer |
| 30 | Bobbins (1 for each student) |
| 1 | Bobbin box |
| 4 | Cutting Boards, 40" x 72" (101.6 cm x 182.9 cm) |
| 1 | Cutting boards, 48" x 96" (121.9 cm x 243.8 cm) |
| 5 | Adjustable ironing boards |
| 5 | Ironing board pads |
| 5 | Ironing board covers |
| 5 | Irons, steam/spray |
| 5 | Cordminders |
| 5 | Point-pressers |
| 5 | Pounding blocks |
| 5 | Pressing cloths |
| 5 | Pressing hams |
| 5 | Pressing mits |
| 5 | Sleeve rolls |
| 5 | Sleeve boards |
| 5 | Skirt boards |
| 2 | Needle boards |
| 1 | Three-way mirror |
| 1 | Fitting stand |
| 1 | Fitting shell, Half-size |
| 1 | Fitting shell, Women's set |
| 2 | Dress forms, adjustable |
| 1 | File – Lock, 4-drawer legal |
| 1 | Transparency file |
| 1 | Filmstrip-slide file |
| 1 | Tote-tray cabinet for 24 trays |
| 24 | Tote trays, 19½" x 13½" x 5" (49.5 cm x 34.3 cm x 12.7 cm) |

| | |
|---|---|
| 16 | Tracing wheels |
| 8 | Tape measures - inch and metric |
| 4 | T-squares |
| 2 | Loop turners |
| 2 | Buttonhole scissors |
| 10 | Clipping and turning scissors – right hand |
| 2 | Clipping and turning scissors – left hand |
| 2 | Polyester dressmaker shears |
| 4 | Ripping scissors |
| 3 | Pinking shears - right hand, 7½" (19 cm) |
| 2 | Pinking shears - right hand, 9" (22.9 cm) |
| 6 | Yardsticks (metersticks) |
| 1 | Scalloping shears |
| 4 | 8" shears -right hand (20.3 cm) |
| 2 | 8" shears - left hand (20.3 cm) |
| 4 | 6" scissors - right hand (15.24 cm) |
| 2 | 6" scissors - left hand (15.24 cm) |
| 1 | Thread box, large |
| 4 | Hand magnifying glasses |
| 2 | Linen tester and thread counter |
| 5 | Screwdrivers – small – magnetic |
| 5 | Screwdrivers – large – magnetic |
| 2 | Pliers |
| 1 set | Fabric swatches - one-half yard |
| 1 | Automatic washing machine |
| 1 | Automatic dryer |
| 1 | Laundry cabinet |
| 1 | Service cart |
| 1 | Clothes hamper |
| 1 | Teacher's desk |
| 1 | Teacher's chair |
| 1 | Magazine rack |
| 1 | Easel |
| 1 | Overhead demonstration mirror |
| 2 doz. | Pins – Boxes |
| 1 doz. | Needles (hand) – assorted |
| 8 | See-thru dressmaker rulers |
| 8 | Hem markers |
| 20 | Hem gauges |
| 8 | Sewing gauges |
| 4 | Button gauges and point turners |
| 4 | Metric sticks |
| 4 | Foot rulers |
| 1 box | Tailor's chalk |
| 5 | Drawing Boards, 18" x 24" (45.7 cm x 61 cm) |
| 1 | Vacuum cleaner |
| 1 | Wardrobe cabinet – rod for hanging, and shelf – minimum 8 linear feet (2.4 m) |
| 1 | Grooming sink, mirror and cabinet |
| 1 | Storage cabinet (locked); adjustable shelving for small sewing equipment and projector |
| 1 | Bookshelf, 30 linear feet (9.1 m) |

OCCUPATIONAL HOME ECONOMICS
CLOTHING SERVICES



## FOOD SERVICES

The Occupational Food Services course is designed to prepare students for entry level employment related to institutional and commercial food services. Students are trained for jobs in hotels, hospitals, restaurants, cafeterias, vending machine companies, food chain operations, and fast-food establishments.

Upon completion of the course the student will be able to:

- Set up and clear tables correctly according to type of service requested by employer.
- Present menus and answer questions concerning preparation of food.
- Take orders, relay orders to kitchen, serve orders, and present sales check correctly.
- Prepare breads, meats, vegetables, salads, sandwiches, beverages, and desserts that meet standards set by the employer.
- Follow time- and energy-saving methods in assembling and arranging utensils and supplies needed for each job.
- Follow food sanitation and safety procedures so that food is safe for consumption.
- Use, care for, and store equipment involved in specific tasks in food services following the manufacturers' manuals and employer's standards.
- Clean work areas, equipment, and utensils following sanitary procedures.
- Develop personal work habits, including job attitudes and personal appearance, which will enable the student to maintain a job in the work world.
- Develop an awareness of job possibilities and career opportunities available as a result of obtaining the above skills.

### Space Needs

Laboratory space
900-1,200 sq. ft. (83.61-111.48 sq. m)
Dining Space
600-700 sq. ft. (55.74-65.03 sq. m)
Classroom
750-780 sq. ft. (69.68-72.46 sq. m)
Office
80-100 sq. ft. (7.43-9.29 sq. m)
Dressing areas and locker space includes:
100-150 sq. ft. (9.29-13.94 sq. m)
(1 girls' toilet)
(1 boys' toilet)

Storage
60-75 sq. ft. (5.57-6.97 sq. m)
Total
2,500-3,000 sq. ft. (232.26-278.71 sq. m)

### Space Facilities

Air conditioning is an absolute necessity. Air conditioning means heating, humidity control, circulation, cleaning, cooling of air. Hoods must have exhaust fans to eliminate hot, greasy, or pungent orders. All appliances that exhaust steam should be set under hoods.

Light colors should be used to maximize the efficency of lighting. At least 20 foot-candles of light are necessary for all working surfaces, dining areas, and rest-room areas.

Rest rooms for students and teacher should be conveniently accessible.

Water for drinking fountains should have a sanitary source and should be located in an area free from contamination.

Hot-cold water for various sinks and dishwasher should be under pressure and adequate for design of operation.

Walls must provide a pleasant atmosphere and must be sanitary. Walls should ideally be of glazed tile or masonry to a height of 5-8 feet (1.5-2.4 m); the rest of the wall should have a smooth, hard, washable, moisture-proof finish. Wall color should make maximum use of light; wall material should be carefully considered, as

noise-absorptive surfaces also absorb light. In the kitchen, wall surfaces should be hard, smooth, and nonabsorptive. Walls should be located to provide good traffic flow. Walls should have hard surface molding, rounded at corners. Fans, pipes and wiring should be located within the walls. Coved molding should be placed where the wall meets the floor.

Floors must be durable, resilient, and functional. They cannot absorb moisture, food, or grease; they should be nonskid and resistant to strong chemicals. They must take the abuse of rolling carts. Drains are a necessary part of floors, such as in the pot-washing or dishwashing areas. Clay and asphalt (although hard on the feet) are durable materials for kitchens.

Dining room should be adjacent to the kitchen to provide efficient service. A service area between the two rooms will decrease the noise factor and aid in efficient service.

Traffic aisles should be at least 5 ft wide (1.5 m) to allow carts to pass. At least 4 feet (1.2 m) should be allowed in front of food preparation areas, especially stoves, fryers, etc.

Work aisles should not be on a main traffic route; cross overs cause aceidents.

If possible, all reaching points should be within an arm's (20 in., 50.8 cm) reach.

Storage area should be convenient and as close as possible to food preparation areas. For easy access for delivery of supplies and disposal of garbage, the facility should be located with outside entrance and driveway.

Vegetable-preparation area should be near the refrigerator, the cooking, and the salad areas.

The central cooking areas should be near the vegetable, pot and pan, storage and serving areas.

The salad area should be near the serving area.

The bakery area may be an independent area. However, the bakery area may share a refrigerator and dry storage with salads.

## EQUIPMENT

**Large Equipment Recommended:**

**FOOD STORAGE AND PREPARATION AREA:**

| | |
|---|---|
| 1 | range, flat top, stainless steel, commercial, w/oven |
| 1 | oven, 2-stack, stainless steel, 36" (91.44 cm), 5-pan convection |
| 1 | refrigerator, upright, stainless steel, 25.3 cu. ft. (.72 cu. m) |
| 1 | freezer, upright, stainless steel, 23.6 cu. ft. (.67 cu. m) |
| 1 | lavatory for washing hands |
| 1 | stainless steel hood over cooking area w/fire extinguisher, lights |

**BREAD AREA:**

| | |
|---|---|
| 1 | baker's table, stainless steel, w/Bakelite baker's top, 3 storage drawers and 2 bins, storage, stainless steel |
| 1 | table, w/sink, drawer, and shelf, stainless steel |
| 1 | cabinet, fire-proof |

**WORK CENTERS:**

| | |
|---|---|
| 1 | sink, 2-compartment, w/drain board, stainless steel |
| 1 | cabinet, wall, stainless steel |
| 1 | counter, work, stainless steel w/storage drawer |
| 1 | pot rack |
| 1 | meat slicer, fillet work, w/cold cut slicer |
| 1 | mixer, floor, 20 qt.(19 l) w/flat beater, wire whip, dough arm, pastry knife, meat grinder, grater-shredder attachments |

**SHORT ORDER AREA:**

| | |
|---|---|
| 1 | fryer, deep fat, table model, stainless steel |
| 1 | table, work, stainless steel |
| 1 | salad top, refrigerated, w/stainless steel base |
| 1 | char broiler, table top 27-½" x 22-½" (69.85 x 22.5 cm) |
| 1 | bun warmer, Fresh-O-Matic, stainless steel |
| 1 | microwave oven |

1 iron, waffle, double, stainless steel
1 grill, stainless steel, 24" (60.96 cm)
1 griddle

**SERVING AREA:**

1 serving table, 4-compartment 12" x 20" (30.48 x 50.8 cm), stainless steel, portable, with sneeze guard, and heat controls for keeping prepared foods hot
1 serving table, stainless steel, portable, with ice tray for serving salads, w/plastic sneeze guard
1 table, stainless steel, for trays, plates, and cutlery, when cafeteria-style service is used
1 side stand, waiter/waitress, for tableware storage
1 ice machine, stainless steel, preferably with water dispenser

**DISHWASHER AREA:**

1 small commercial dishwasher, stainless steel
1 triple sink, stainless steel, w/garbage disposal, booster heater, drain shelf, spray assembly

**LAUNDRY AREA:**

1 washing machine, heavy duty
1 dryer, heavy duty

**Other Recommended Equipment:**

**TEACHER'S AREA:**

1 teacher's desk
1 filing cabinet
1 teacher's chair

**DINING AREA:**

6 dining tables, 35-½" x 35-½" (90.17 x 90.17 cm) formica tops, wood grain
24 chairs, steel frames, plastic seats

**DISHWASHER AND SERVICE AREA:**

1 serving cart, stainless steel, portable 39-¼ x 21 x 37-1/8 inch (99.7 x 53.3 x 94.3 cm)
1 utility cart w/dishpan
3 trays, stainless steel, 22 x 16 inch (55.9 x 40.6 cm)
2 bus boxes
2 hard rubber dip baskets for rinsing and sanitizing handwashed dishes
2 hard rubber all-purpose dish boxes, 15-¾ x 21-½ x 5 inch (40 x 54.6 x 12.7 cm) for bussing tables
1 container, garbage, heavy plastic, w/lid (if garbage disposal and trash compactor are not feasible), large

**BEVERAGE AREA:**

1 one-unit coffee brewer, drip type
2 coffee pots, with double warmer
1 iced tea dispenser, stainless steel
2 12-cup Cupsavers, 14 x 18 inch (2.5 x 45.7 cm) hard plastic
4 20-glass Glassavers, 14 x 18 inch (2.5 x 45.7 cm) hard plastic

**FOOD PREPARATION AREA:**

6 utility sheet pans, 25-¾ x 17-¾ inch (65.4 x 17.8 cm)
1 mixer, 5 qt. (4.7 l), heavy duty, counter
1 utility scale, heavy duty, 50 lbs.
1 timer, 1-60 minute
2 spatulas, stainless steel, 10 inch (25.4 cm)
1 set dry measuring cups, Mary Ann, 1/4, 1/3, 1/2, and 1 cup
1 set mixing bowls, 1-½ qt. (1.4 l), 3 qt. (2.8 l) and 5 qt. (4.7 l)
2 French knives, stainless steel, 16 inch (40.6 cm)
4 rolling pins, heavy duty
4 muffin tins, 24 cups
4 biscuit cutters, heavy duty
6 loaf pans, 1-½ lb. (.7 kg.) capacity
2 bake pans, 18-½ x 12-½ x 2 inch (47 x 31.8 x 5 cm)
3 cake pans, 10 inch (2.5 cm) steeple
2 Bundt cake pans, heavy duty
1 set tiered cake pans, 8, 12, 16 inch (20.3, 30.1, 40.6 cm) round, 3 inch (7.6 cm) deep

| | |
|---|---|
| 2 | cookie guns |
| 6 | pans, 9 inch (22.9 cm) round, layer cake |
| 1 | hexagon biscuit cutter, junior model |
| 4 | cake decorating sets, professional type |
| 2 | metal scoops for use with storage bins |
| 2 | sets metal measures, 1/2 qt. (.5 l), 1 qt. (.95 l), 2 qt. (1.9 l), and 4 qt. (3.8 l) |
| 1 | 20 gal. (75.7 l) plastic trash barrel w/lid (storage bin) |
| 2 | sifters, heavy duty, 16 inch (40.6 cm) diam. |
| 4 | corn stick pans, 12 capacity each |
| 8 | pie pans, 10 inch (25.4 cm) |
| 4 | wire whips, stainless steel, 12 inch (30.5 cm) |
| 1 | set saucepans, with lids, 1-½ qt. (1.4 l), 2-¾ qt. (2.6l), 3-¾qt. (3.5 l), 5-½ qt. (5.2 l) |
| 1 | set mixing bowls, 1-½ qt. (1.4 l), 3 qt. (2.8 l), 5 qt. (4.7 l), s/s |
| 2 | French knives, 12 inch (30.5 cm) stainless steel |
| 1 | set dry measuring cups, Mary Ann, 1/4, 1/3, 1/2, 1 cup |
| 4 | spoons, solid, stainless steel, 14 inch (35.6 cm) |
| 2 | spoons, slotted, stainless steel, 14 inch (35.6 cm) |
| 4 | spoons, solid, long handled, stainless steel, 15 inch (38.1 cm) |
| 2 | spatulas, stainless steel |
| 2 | vegetable peelers, Ecko |
| 4 | paring knives |
| 1 | stainless steel egg turner |
| 1 | baster, meat, stainless steel, w/bulb |
| 1 | colander, 5 gal. (18.9 l) |
| 2 | knives, fruit, serrated edges |
| 1 | corer, apple |
| 1 | cutting board, 15 x 20 inch (38.1 x 50.8 cm) |
| 2 | sandwich spreaders |
| 1 | pie knife |
| 2 | pie markers |
| 1 | can opener, commercial |
| 1 | meat thermometer |
| 1 | jelly/candy thermometer |
| 1 | butcher's knife, stainless steel blade |
| 1 | boning knife |
| 1 | knife sharpener |
| 1 | egg slicer |
| 1 | mold, hamburger pattie |
| 1 | 4-unit egg poacher |
| 1 | omelet pan |
| 1 | set Bains-marie, straight sides, flat bottoms, 2 qt. (1.92 l) 12 qt. (11.3 l) |
| 1 | 5-gal. (18.9 l) stock pot |
| 3 | full-size, 12 x 20 inch (30.5 x 50.8 cm), steam table pans, s/s, w/lids |
| 2 | half-size steam table pans, s/s, w/lids |
| 3 | third-size steam table pans, s/s, w/lids |
| 3 | adapter bars for steam table |
| 6 | one oz. (28.3 g) salt and pepper shakers, glass with s/s tops |
| 8 | chrome portion-pak sugar racks w/shaker compartments |
| 6 | creamers, stainless steel |
| 6 | sugar dispensers, glass w/stainless steel top |
| 3 | pitchers, beverage, for hot and cold liquids, 2-1/4 qt. (2.1 l) w/lid |
| 6 | syrup dispensers, w/glass bottom and s/s top, 14 oz. (420 ml) |

**CHINAWARE:**

| | |
|---|---|
| 36 | plates, luncheon, 9 in. (22.9 cm), ceramic |
| 36 | plates, bread and butter, 5½ in. (14 cm) |
| 36 | plates, salad or dessert, 7½ in. (19 cm) |
| 36 | bowls, rim soup, 9 oz. (270 ml) |
| 36 | cups, coffee |
| 36 | saucers, coffee |
| 36 | saucers, fruit or dessert |
| 36 | bowls, fruit dish 3½ oz. (99 g) |

**GLASSWARE:**

| | |
|---|---|
| 36 | glasses, juice, heavy duty |
| 36 | glasses, water, heavy duty |
| 36 | glasses, iced tea, heavy duty |
| 36 | glasses, parfait |
| 36 | plates, glass, 8 inch (20.3 cm) |
| 36 | compotes, glass, footed |

**FLATWARE:**

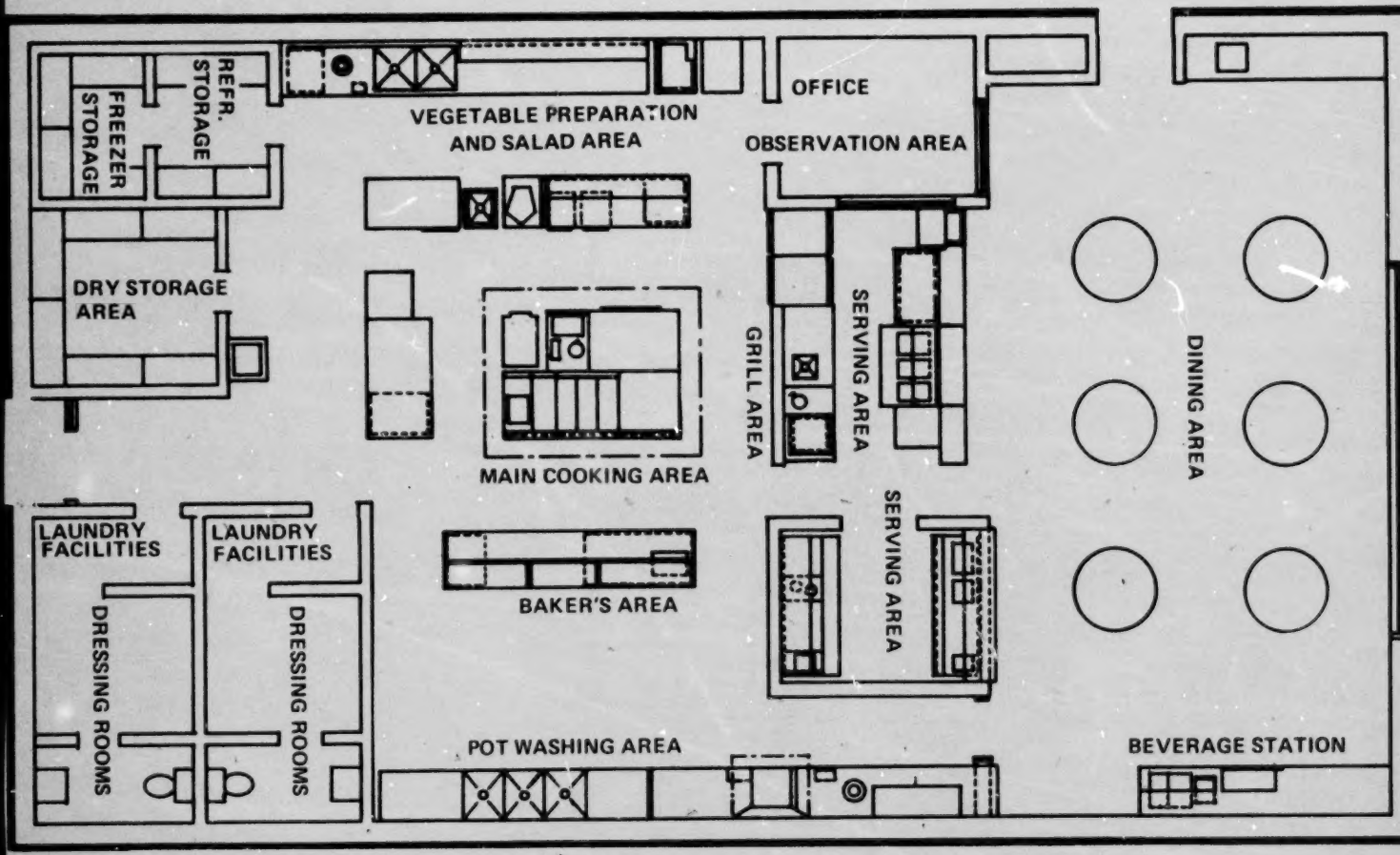
| | |
|---|---|
| 36 | forks, luncheon, stainless steel |
| 36 | forks, salad, stainless steel |
| 72 | spoons, tea stainless steel |
| 36 | forks, cocktail, stainless steel |
| 36 | spoons, cream soup, stainless steel, bouillon |
| 36 | knives, luncheon, stainless steel |
| 36 | knives, steak, stainless steel blade |
| 36 | spoons, iced tea |

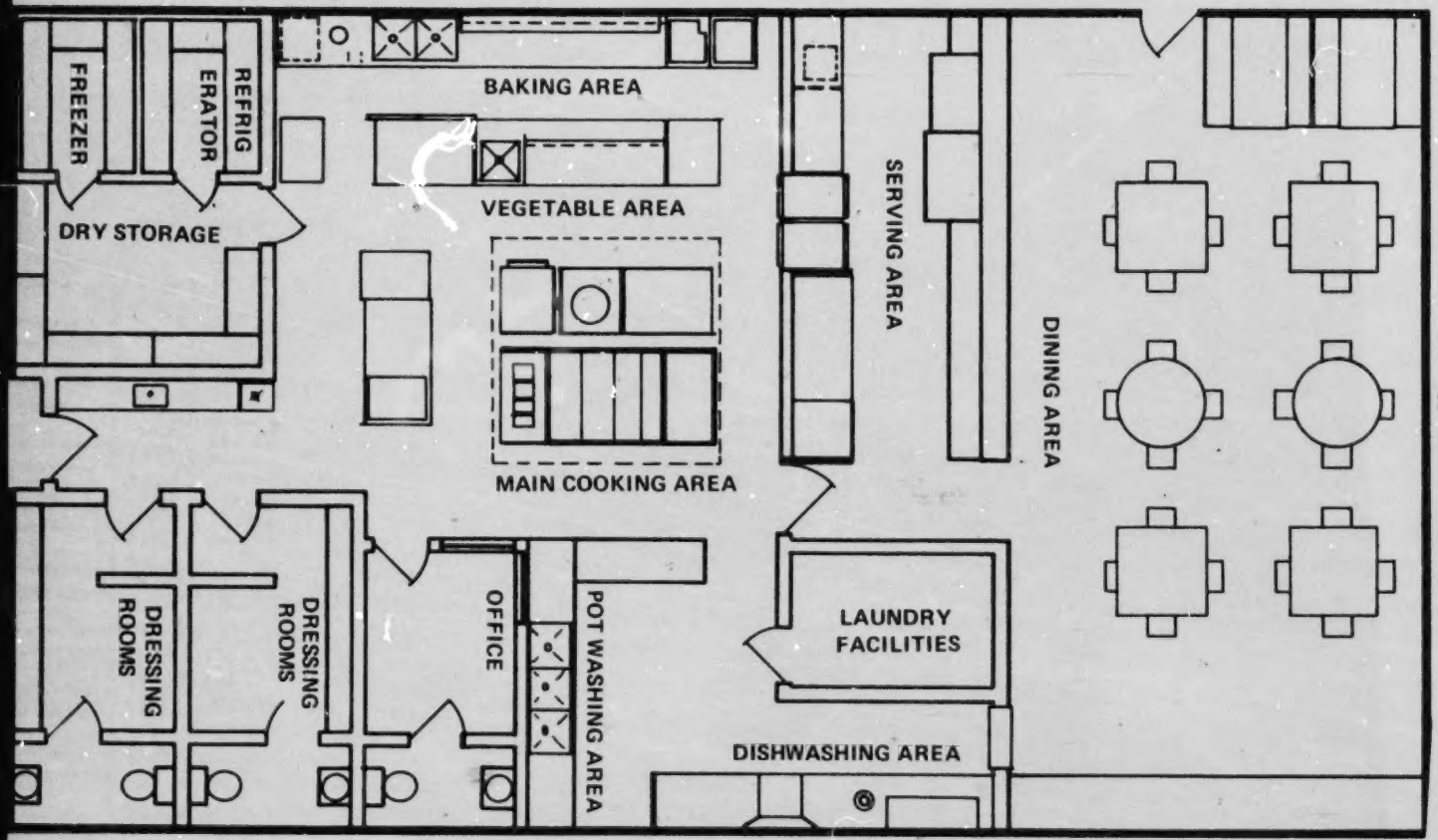
**SERVING AREA:**

| | |
|---|---|
| 1 | bowl, 13 qt. (11 l), salad, fruit, or punch, stainless steel |
| 1 | fork, 15 in. (38.1 cm), for serving salad, stainless steel |
| 1 | spoon, 15 in. (38.1 cm), for serving salad, stainless steel solid |
| 2 | buckets, ice |
| 2 | tongs, stainless steel |
| 6 | baskets, bread, aluminum or vinyl wire |
| 2 | oil and vinegar casters, w/bottles and stopper |
| 2 | lazy Susan servers, s/s for salad dressings |
| 1 | silverware bin, stainless steel |
| 6 | serving tongs, stainless steel, 9 inch (22.9 cm) |
| 24 | serving trays, 14 x 18 inch (35.6 x 45.7 cm) |
| 1 | scoop, stainless steel |
| 1 | ice cream scoop |

**MISCELLANEOUS:**

| | |
|---|---|
| 1 | ladle, punch stainless steel, 14 inch (35.6 cm) |
| 4 | plates, serving, glass or plastic (round, oval, or rectangular), 14-16 inch (35.6-40.6 cm) |
| 1 | broom rack, for 4 brooms |
| 1 | 4-unit mop rack |
| 2 | buckets, heavy duty, mop |
| 1 | trash can, w/foot pedal, for use in lavatory area |
| 36 | cups, punch, glass |
| | wire shelving for staples |


REFR. STORAGE
FREEZER STORAGE
DRY STORAGE AREA
VEGETABLE PREPARATION AND SALAD AREA
OFFICE
OBSERVATION AREA
GRILL AREA
SERVING AREA
DINING AREA
MAIN COOKING AREA
LAUNDRY FACILITIES
LAUNDRY FACILITIES
DRESSING ROOMS
DRESSING ROOMS
BAKER'S AREA
SERVING AREA
POT WASHING AREA
BEVERAGE STATION


FREEZER
REFRIG
ERATOR
DRY STORAGE
BAKING AREA
VEGETABLE AREA
MAIN COOKING AREA
SERVING AREA
DINING AREA
DRESSING ROOMS
DRESSING ROOMS
OFFICE
POT WASHING AREA
LAUNDRY FACILITIES
DISHWASHING AREA

# HOUSING AND HOME FURNISHINGS SERVICES

The Occupational Housing and Home Furnishing Services course prepares students for various kinds of employment related to home furnishings and/or equipment. The course includes assisting purchasers in the selection of suitable home furnishings and/or equipment, assisting interior decorators and custom-making of curtains, draperies, slipcovers, and similar items.

## SPACE NEEDS

Housing and Home Furnishings Lab
950-1200 sq. ft. (88.26-111.48 sq. m)
Walk-in Storage
450-500 sq. ft. (41.81-46.45 sq. m)
Office
80-100 sq. ft. (7.43-9.29 sq. m)
Total Area
1,500-1,800 sq. ft. (139.35-167.23 sq. m)

## EQUIPMENT

6 Tables 40 x 60 in. (101.6 x 152.4 cm) – height 29 in. (73.7 cm)
20 Chairs

## CUTTING-PRESSING

6 Table tops – removable 1/2" x 4" x 8' (1.3 cm x 10.2 cm x 2.4 m) (for upholstering)
2 Cutting-pressing boards 108" x 60" (274.3 x 152.4 cm) with fire-resistant upholstering batting and covered with fire-resistant, treated canvas, marked with 1 in. (2.5 cm) crosswise lines
6 Sawhorses (for use with cutting-pressing boards)
16 Cutting weights – 10 in. x 1 in. (25.4 x 2.5 cm) covered with contact paper
2 Adjustable ironing boards
2 Ironing board pads
2 Iron board covers
4 Irons-steam/spray
4 Cordminders

## SEWING MACHINES

1 Heavy duty
3 Industrial
4 Home type

## QUILTING FRAMES

1 Quilting frame large
1 Quilting frame small, individual square

## WINDOW AND DOOR MODELS

1 Window on 36 x 34 in. (91.4 x 86.4 cm) stand
1 Double sash
1 Double large
1 Corner
1 Jalouise
1 Casement
1 Model French door

## CORNICE BOARD

4 Cornice boards

## VALANCES

1 Box valance board – closed top
1 Valance board – shelf type
1 Shaped
1 Padded
1 Pleated

## SHADES

1 Roller
1 Austrain
1 Roman

## WINDOW RODS

1 Adjustable single traverse
1 One-way draw
1 Two-way draw
1 Double extension for hanging curtain and valance
1 Extension section rod
1 Drapery extender
1 Swinging crane – for swinging French doors and casement window
1 Adjustable corner window
1 Single bay window
1 Sash and door rod
1 Cafe
1 Wood pole
1 Decorative rod

## WINDOW ACCESSORIES

8 Tie-backs – plain and decorative
1 Extender plate
1 box Lead weights assortment
1 box Hooks (variety of drapery and curtain rod hooks) (one box of each kind)
1 box Decorative brass rings
1 pair Brackets for mounting valance
1 roll Pleater tape
1 roll Buckram 4 in. (10.2 cm)
1 Kapok
1 roll Plain cord
1 roll Austrain ring sheer tape
1 roll Roman ring sheer tape

## HANGING AND CLEANING (SAFETY)

1 Stepladder stool
1 Vacuum cleaner

## TOOLS

3 Architectual triangular rulers
1 French curve
10 Curved plastic rulers
2 Straight line-chalk line reels (carpenter's marker)
2 Plumb lines
1 Electric knife, straight blade
1 Electric shears
4 Heavy-duty shears – Wiss 1 DSN
4 Staple guns, spring driven (hand)
4 Staple removers
2 Vices
4 Webbing stretchers
2 Webb clamps
4 Ripping tool
Pliers
- 4 Regular
- 4 Needle nose
- 4 Wire cutter
- 2 Hog ring

2 Ice picks
2 Stuffing regulators – 10 in. (25.4 cm) metal pin
Hammers
- 2 Claw, medium weight
- 4 Upholsterers
- 2 Upholsterers' mallet

2 Tack pullers
Saws
- 1 Coping
- 1 Crosscut

Screwdrivers
- 2 Large, thin blade
- 4 Small, magnetized

4 Hand sanders
Putty Knives
- 2 Narrow
- 2 Wide

4 Paint scrapers
Upholsterers' needles
- 4 (of each) Straight – sizes 6 in., 8 in., 10 in., (15.2 cm, 20.3 cm, 25.4 cm)
- 4 (of each) Curved – sizes 1½ in., 4 in., 5 in., 6 in., (3.8 cm, 10.2 cm, 12.7 cm, 15.2 cm)
- 4 Long button needle

1 Tack box
4 Wire suede brushes
4 Padded smoothing blocks
4 Chalkboard erasers

## SPRINGS – (one sample of each)

Bar springs, assorted – 17½ in., 19½ in., 23½ in., (44.5 cm, 49.5 cm, 59.7 cm)
Core on board or bar
Hourglass shape
No sag with clips
Platform rocker

## FURNITURE AND ACCESSORIES FOR INTERIOR DECORATING

1 Sofa
Chairs
- 1 Occasional
- 1 Upholstered

1 Table
1 Footstool
1 Magazine rack
1 Rug
4 Decorative objects
6 Flower containers
8 Frogs
2 Flower scissors
3 Pictures, framed
3 Candle holders
6 Trays, various sizes, shapes and material including wood, brass, silver plate
3 Screens – flexible bamboo and folding

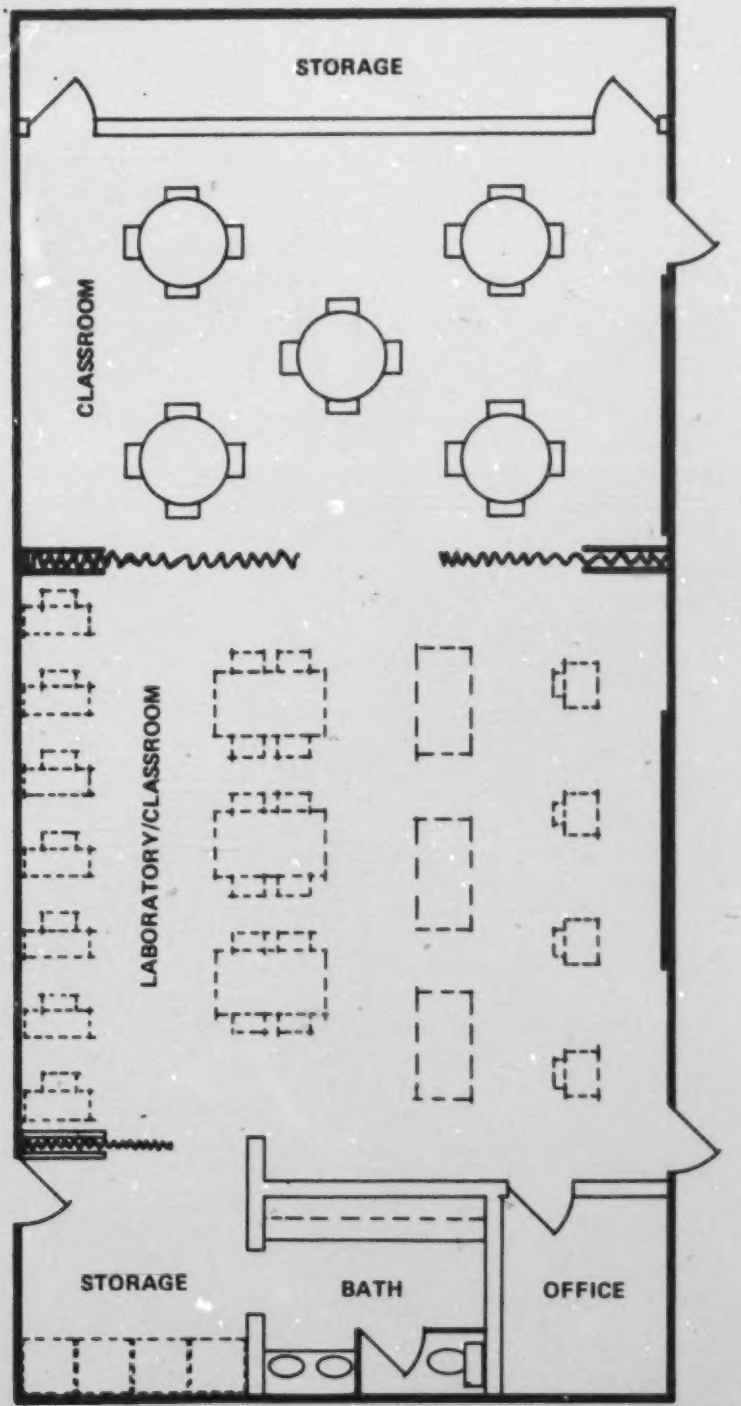
## UPHOLSTERING

Cored rubber
Hand front roll

Cotton felt
Cable cord
Slab form rubber
Muslin
Webbing
Tow
Denim
Hair
Moss
Sewing twine
    Six ply No. 60 hemp, jute reflax tying
    Waxed linen or cotton mattress twine
1 roll Burlap
1 box Rubberized hair
Upholstery nails
Upholstery tacks
    1 box Gimp tack
    1 box Webbing
        Sizes 14, 6, 12/16, 8/16, 7/16
1 box Upholsterers' pins

**REFINISHING**

Assortment of finish removers
Assortment of finishes
Assortment of brushes
Assortment of sandpaper
Assortment of steel wool
Pumice stone


STORAGE
CLASSROOM
LABORATORY/CLASSROOM
STORAGE
BATH
OFFICE

# INSTITUTIONAL AND HOME MANAGEMENT SERVICES

The Institutional and Home Management Services course is designed to provide students with knowledge, skills, and attitudes for various kinds of employment in the management of homes and institutions. These include hotel and motel housekeeping, family housekeeping, and homemaker's assistant.

Institutional Management Services require space and facilities to develop skills for cleaning rooms, baths, offices; vacuuming carpets and draperies; using broom, mop brushes, sponges, cloths, detergents, polish and disinfectant solutions, mopping and waxing floors; cleaning windows, window sills, woodwork and furnishings; cleaning and sanitizing bathtub, lavatories, commodes; and sorting, and counting and distributing linen.

Home Management Services requires space and facilities to develop skills for cleaning walls, floors, furniture, windows, fixture and equipment; making beds, sorting, washing, drying, ironing and storing clothes and linens; preparing and serving meals; meeting people and answering telephone; caring for children, sick or elderly; handling emergencies; administering simple first aid; and shopping for groceries and household supplies.

## Space Needs

Classroom
1,200-1,450 sq. ft. (111.5-134.7 sq. m)
Bedroom
120 sq. ft. (11.1 sq. m)
Bathroom
40 sq. ft. (3.7 sq. m)
Storage
140 sq. ft. (13 sq. m)
Approximate Overall Total
1,500-1,750 sq. ft. (139.3-162.6 sq. m)

## Space Facilities

A variety of materials and finishes in floors, walls, counter tops and furnishings is recommended to deversify experiences. A variety of appliances, standard and deluxe models, also provides teaching opportunities for this course. It would be feasible to share some equipment. The number and types of equipment possible to use in this course are unlimited.

Because of the many facets possible in this course, a room with a flexible arrangement is preferable. On occasion there will be demonstrations to the entire group or individual and small groups can work on a variety of projects at the same time. The teacher will move from group to group within the room and should be able to see the majority of students from any location within the room.

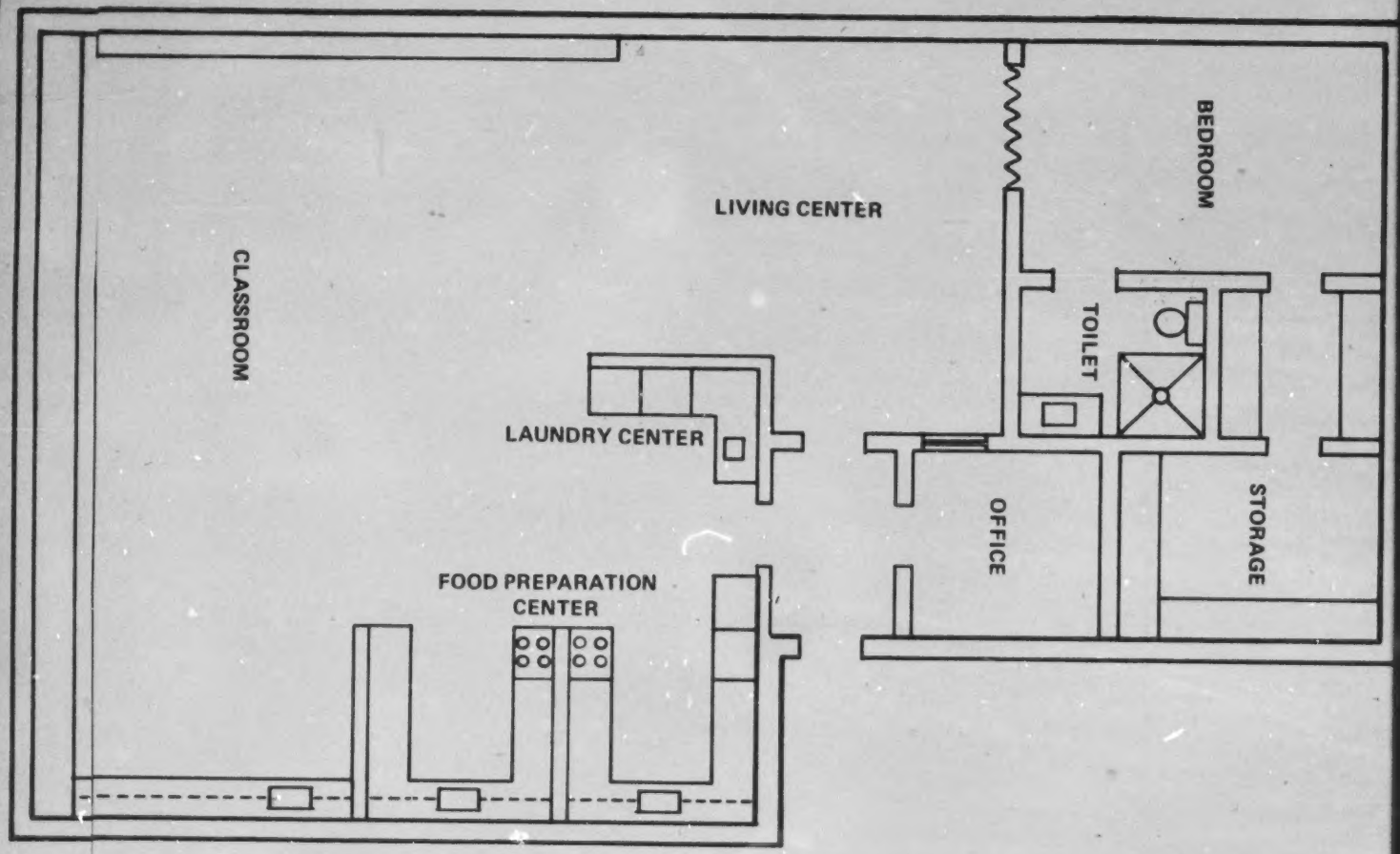
Students will be moving about the room, often using noise-producing equipment. Acoustical tile and other noise-absorbing materials are recommended.

Many appliances will be used. Heavy-duty circuits and many electrical outlets should be planned and placed around the room so that any appliance could be used.

## Equipment

| | |
|---|---|
| 8 | Student tables - trapezoidal |
| 20 | Student chairs |
| 1 | Teacher desk |
| 1 | Teacher chair |
| 1 | File cabinet - legal, 4-drawer |
| 1 | Carpeted bedroom with a window |
| 1 | Bed with mattress (full) |
| 1 | Bedside table |
| 1 | Dresser |
| 1 | Occasional or easy chair |
| 1 | Straight chair |
| 1 | Mirror |
| 2 | Pictures |
| 2 | Lamps |
| 1 pr. | Draperies |
| 2 | Trash baskets |
| 2 | Ash trays |
| 1 | Bathroom (complete) tub-shower |
| 1 | Medicine cabinet |
| 4 | Sheets (full-white) |
| 4 | Pillow cases - standard |
| 2 | Mattress covers |
| 2 | Polyester pillows |
| 2 | Blankets |
| 2 | Bedspreads |

| | |
|---|---|
| 6 | Face or hand towels |
| 6 | Bath towels |
| 4 | Washcloths |
| 2 | Bath mats |
| 1 | Linen cart |
| 1 | Sewing machine |
| 1 | Washer |
| 1 | Dryer |
| 1 | Laundry cart |
| 2 | Clothes baskets |
| 2 | Adjustable ironing boards |
| 1 | Iron - steam/spray |
| 1 | Vacuum cleaner and attachments |
| 1 | Carpet shampooer |
| 1 | Waxer |
| 1 | Double tub mop bucket with wringer on casters |
| 1 | Dust mop handle with 18" (45.7 cm) dust mop head |
| 2 | Mops (wet) |
| 2 | Dust pans |
| 4 | Brushes (assorted) |
| 2 | Buckets |
| 4 | Sponges |
| 2 | Whisk brooms |
| 2 | Boxes for cleaning supplies |
| 1 | Service cart |
| 1 | Sofa |
| 1 | Occasional chair |
| 1 | Upholstered chair |
| 1 | Coffee table |
| 1 | Console table |
| 1 | Desk |
| 1 | Magazine rack |
| 1 | Rug |
| 1 | Screen, folding |
| 1 | Telephone |
| 3 | Pictures, framed |
| 1 | Lamp |
| 1 | Range, 30" (76.2 cm) |
| 1 | Refrigerator-freezer (15 cu. ft. .42 cu. m) |
| 1 | Dining table |
| 6 | Chairs, dining |
| 2 sets | Place mats (set of 6) |
| 2 | Tablecloths |
| 2 sets | Napkins (set of 6) |
| 1 set | Dinnerware (set of 6) |
| 1 set | Glassware (set of 6) |
| 1 set | Tableware, stainless steel (set of 6) |
| 1 set | Cookware |
| 1 | Blender |
| 1 | Mixer |
| 1 set | Cooking utensils |
| 1 set | Ovenware |


BEDROOM
LIVING CENTER
CLASSROOM
TOILET
LAUNDRY CENTER
OFFICE
STORAGE
FOOD PREPARATION
CENTER